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ABSTRACT

The document outlines procedures for implementing Project CAST (Community and School Together), a community-based career education program for secondary special education students in Charles County, Maryland. Initial sections discuss the role of a learning coordinator, (including relevant travel reimbursement and mileage forms) and an overview of project objectives for each of four phases (career awareness, career exploration, career investigation, and on-the-job training/work study). Project materials and procedures for obtaining them are reviewed. A section on legal issues addresses accidents, medical/health information, transportation, and hazardous occupations. Guidelines for placement of students in the appropriate phase are offered, and step-by-step procedures for implementing each of the phases are detailed. Assessment information focuses on purposes, instruments, requirements, vocational assessments, and reports. A major part of the document is composed of curriculum information and course outlines for units in each phase. The curriculum offers goals and objectives in three areas: independent living skills, basic academic skills, and career development. Extensive examples of project forms include class forms checklists, permission forms, data and information sheets, and student and teacher evaluation forms. The document concludes with a list of job titles appropriate for CAST participants and examples of types of businesses currently working with the project. (CL)

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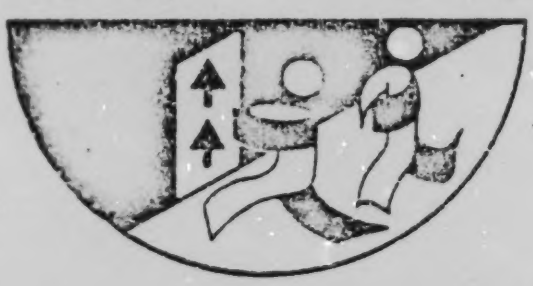
PROJECT CAST



Charles County Board of Education
La Plata, Maryland 20646
Office of Special Education

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EC 162112

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RESPONSIBILITIES OF LEARNING COORDINATORS

A CHALLENGING ROLE

Taking on a Learning Coordinator (L.C.) position is by no means an easy assignment. In addition to excellent teaching practices and meeting school expectations, there will be additional responsibilities. Among the many "hats" you'll be wearing, you are about to become a public relations representative for the Charles County Board of Education and your school, a communications specialist, a "worker under stress" expert, and a top notch organizer - analyzer - synthesizer. You are about to be challenged and the intrinsic rewards can be tremendous . . .

ROLES AND RESPONSIBILITIES

1. Assist in the development of appropriate IEP goals and objectives related to career education and CAST activities.
2. Coordinate all phase related programming which includes submitting site requests, receiving and sharing information, and monitoring accomplishments of students in the career education class and on the job site.
3. Implement the career/life skills curriculum objectives and utilize CAST material resources to teach the objectives.
4. Follow phase procedures and assessment requirements.
5. Provide pre and post activities related to phase site experiences.
6. Assist and guide students in making site requests.

7. Work with the employer/employees to promote transference of academic objectives and skill development to the work site.
8. Keep updated student records and reports as described in the procedural section.
9. Adhere to timeline requests and CAST operational procedures.
10. Maintain communication and rapport with site employees.
11. Serve as a liaison between the CAST program and your school-based staff.
    a. Communicate activities and outstanding accomplishments to the Administration and your special education department.
    b. When appropriate, share program information with your school to familiarize them with what we're all about.
    c. Communicate to teachers who have your CAST students schedule information so that teachers will know in advance the dates and times of the day the student will be out of their classes for site experiences.
12. Maintain communication with the project office <u>on a regular basis</u> to share student and program information and any needs.
13. Attend <u>all</u> Project CAST Learning Coordinator meetings.

TRAVEL

REIMBURSEMENT FOR TRAVEL EXPENSES

Learning Coordinators are asked to use personal transportation to monitor students in the community and will be reimbursed for this expense at the current county rate. (See Mileage Chart # 1)

Learning Coordinators should complete a MONTHLY REPORT OF REGULAR AND CONFERENCE TRAVEL EXPENSES form and submit it to the CAST Office within 30 days after completion of the site experience. Forms may be obtained from the CAST Office. Each place visited should be listed individually, then the total number of miles traveled that day can be reported. (See Sample Travel form) When traveling from one school to another, specific mileages are given. (See Mileage Chart # 2) Since Learning Coordinators typically visit private businesses, it is recommended that they keep a mileage log by recording the odometer reading at the start and end of their monitoring each day.

MILEAGE REIMBURSEMENT CHART $.20

Miles	Amount	Miles	Amount	Miles	Amount	Miles	Amount
1	.20	26	5.20	51	10.20	76	15.20
2	.40	27	5.40	52	10.40	77	15.40
3	.60	28	5.60	53	10.60	78	15.60
4	.80	29	5.80	54	10.80	79	15.80
5	1.00	30	6.00	55	11.00	80	16.00
6	1.20	31	6.20	56	11.20	81	16.20
7	1.40	32	6.40	57	11.40	82	16.40
8	1.60	33	6.60	58	11.60	83	16.60
9	1.80	34	6.80	59	11.80	84	16.80
10	2.00	35	7.00	60	12.00	85	17.00
11	2.20	36	7.20	61	12.20	86	17.20
12	2.40	37	7.40	62	12.40	87	17.40
13	2.60	38	7.60	63	12.60	88	17.60
14	2.80	39	7.80	64	12.80	89	17.80
15	3.00	40	8.00	65	13.00	90	18.00
16	3.20	41	8.20	66	13.20	91	18.20
17	3.40	42	8.40	67	13.40	92	18.40
18	3.60	43	8.60	68	13.60	93	18.60
19	3.80	44	8.80	69	13.80	94	18.80
20	4.00	45	9.00	70	14.00	95	19.00
21	4.20	46	9.20	71	14.20	96	19.20
22	4.40	47	9.40	72	14.40	97	19.40
23	4.60	48	9.60	73	14.60	98	19.60
24	4.80	49	9.80	74	14.80	99	19.80
25	5.00	50	10.00	75	15.00	100	20.00

SAMPLE

Board of Education of Charles County

Monthly Report of Regular & Conference Travel Expenses

NAME Janet Jones
Thomas Stone

DATE: 11/30/82

DIVISION INS - Sp. Ed.

	Acctg. Only	Category	Program	Object	Subject	Cost Center	Fund	Amount
Section A								
Section B								

SECTION A – Regular Travel

DATE	PLACE	NO. OF MILES	DOLLAR COST				
			Travel	Hotel	Meals	Other	Total
10/31/82	TSHS - Roy Rogers - K-Mart	30					
	1-hr cleaners - Hardees -						
	Safeway - fitness center -						
	TSHS						
11/6/82	TSHS - Hawthorne - lads	10					
	and lassies - Kenny's -						
	TSHS						
11/13/82	TSHS - Holiday Inn -	28					
	Mudd - Md Indep -						
	Guardian Storage -						
	B-P - Firestone - TSHS						
11/16/82	TSHS - Roy Rogers - K-Mart -	32					
	Hardees - Safeway -						
	Kennys - Holiday Inn - TSHS						

Reason for Exceeding Limitation:

Total Regular Travel $_____
Total Conference Travel $_____

Total Expenditures $_____
Less Advance Funding $_____

Balance Due or Refund $_____

Monthly Regular Travel Limitation $_____

Janet Jones
Employee Signature

Division Head Signature

If Part One does not give sufficient lines in Section A, or if Conference Travel is involved, use both Parts 1 and 2.

Form No: A-10-7879 (Part 1)

SECTION A - Regular Travel *(Continued)*

DATE	PLACE	NO. OF MILES	DOLLAR COST				
			Travel	Hotel	Meals	Other	Total

SECTION B – Conference Travel

DATE	SPONSORING ORGANIZATION & PLACE	NO. OF MILES	DOLLAR COST				
			Travel	Hotel	Meals	Other	Total

Mileage Chart For Travel Reimbursement	Bel Alton Bldg.	Board of Education	Dr. Brown	Building 101	Bumpy Oak	James Craik	Gale-Bailey	Glasva	F. B. Gwynn	John Hanson	Matthew Henson	Indian Head	Lackey	La Plata	Malcolm	T. C. Martin	McDonough	Arthur Middleton	Walter J. Mitchell	Mount Hope	Dr. Samuel Mudd	Nanjemoy	J. C. Parks	Piccowaxen	Pomonkey Annex	Port Tobacco	J. P. Ryon	Gen. Smallwood	Milton Somers	Spring Dell Center	Benjamin Stoddert	Thomas Stone	Eva Turner	Vo-Tech Center	Waldorf - Old	Wayside
Bel Alton Bldg.	--	6	15	8	12	11	17	4	8	15	16	18	17	8	21	15	10	14	7	19	14	21	15	8	16	8	15	16	7	8	15	16	16	11	14	8
Board of Education	6	--	10	2	7	6	12	10	2	10	11	13	12	2	14	10	5	9	1	14	9	16	10	14	11	3	10	11	1	2	10	10	10	6	9	14
Dr. Brown	15	10	--	9	13	8	20	19	9	4	13	22	19	9	9	10	9	1	11	24	1	28	12	23	13	13	4	20	11	9	2	3	2	8	4	23
Building 101	8	2	9	--	9	8	14	12	--	11	13	15	14	--	14	9	7	10	3	16	10	18	12	16	13	5	11	13	3	--	10	11	10	8	10	16
Bumpy Oak	12	7	13	9	--	3	11	15	9	13	5	8	7	9	23	17	2	12	8	18	12	20	4	19	5	5	13	6	8	9	13	13	14	3	12	19
James Craik	11	6	8	8	3	--	10	15	8	8	5	10	7	8	16	16	1	7	7	16	7	20	4	19	5	5	8	8	7	8	8	8	9	--	7	19
Gale-Bailey	17	12	20	14	11	10	--	21	14	21	8	6	3	14	28	22	9	19	13	10	19	13	7	25	8	8	21	5	13	14	20	21	21	10	20	25
Glasva	4	10	19	12	15	15	21	--	12	19	20	22	21	12	25	19	14	18	11	23	18	25	20	4	20	12	19	20	11	12	19	19	20	15	19	4
F. B. Gwynn	8	2	9	--	9	8	14	12	--	11	13	15	14	--	14	9	7	10	3	16	10	18	12	16	13	5	11	13	3	--	10	11	10	8	10	16
John Hanson	15	10	5	11	13	8	21	19	11	--	13	22	19	11	6	7	9	4	11	24	3	28	12	23	13	13	--	20	11	11	3	1	4	8	1	23
Matthew Henson	16	11	13	13	5	5	8	20	13	13	--	5	6	13	20	21	6	12	12	14	12	18	1	24	--	9	13	4	12	13	13	13	14	5	12	24
Indian Head	18	13	22	15	8	10	6	22	15	22	5	--	5	15	29	23	9	21	14	14	21	18	6	26	5	12	22	2	14	15	22	22	23	10	21	26
Lackey	17	12	19	14	7	7	3	21	14	19	6	5	--	14	26	20	6	18	13	11	18	15	3	25	6	9	19	3	12	14	19	19	20	7	18	25
La Plata	8	2	9	--	9	8	14	12	--	11	13	15	14	--	14	9	7	10	3	16	10	18	12	16	13	5	11	13	3	--	10	11	10	8	10	16
Malcolm	21	14	9	14	23	16	28	25	14	6	20	29	26	14	--	8	17	10	15	30	9	34	19	29	20	19	6	27	15	14	8	6	9	16	7	29
T. C. Martin	15	10	10	9	17	16	22	19	9	7	21	23	20	9	8	--	17	10	9	24	10	28	20	23	21	13	7	21	9	9	9	7	10	16	8	23
McDonough	10	5	9	7	2	1	9	14	7	9	6	9	6	7	17	17	--	8	6	15	8	19	5	18	6	4	9	7	6	7	9	9	9	1	8	18
Arthur Middleton	14	9	1	10	12	7	19	18	10	4	12	21	18	10	10	10	8	--	10	23	1	27	11	22	12	12	4	19	10	10	2	4	3	7	3	22
Walter J. Mitchell	7	1	11	3	8	7	13	11	3	11	12	14	13	3	15	9	6	10	--	16	10	17	11	15	12	4	11	12	1	3	11	11	11	7	10	15
Mount Hope	19	14	24	16	18	16	10	23	16	24	14	14	11	16	30	24	15	23	15	--	23	4	13	27	14	11	24	12	15	16	24	24	25	16	23	27
Dr. Samuel Mudd	14	9	1	10	12	7	19	18	10	3	12	21	18	10	9	10	8	1	10	23	--	27	11	22	12	12	3	19	10	10	1	3	2	7	3	22
Nanjemoy	21	16	28	18	20	20	13	25	18	28	18	18	15	18	34	28	19	27	17	4	27	--	18	29	18	15	28	16	17	18	28	28	29	20	27	29
J. C. Parks	15	10	12	12	4	4	7	20	12	12	1	6	3	12	19	20	5	11	11	13	11	18	--	24	1	8	12	4	11	12	12	12	13	4	11	24
Piccowaxen	8	14	23	16	19	19	25	4	16	23	24	26	25	16	29	23	18	22	15	27	22	29	24	--	24	16	23	24	15	16	23	23	23	19	22	--
Pomonkey Annex	16	11	13	13	5	5	8	20	13	13	--	5	6	13	20	21	6	12	12	14	12	18	1	24	--	9	13	4	12	13	13	13	14	5	12	24
Port Tobacco	8	3	13	5	5	5	8	12	5	13	9	12	9	5	19	13	4	12	4	11	12	15	8	16	9	--	13	10	4	5	13	13	14	5	12	16
J. P. Ryon	15	10	5	11	13	8	21	19	11	--	13	22	19	11	6	7	9	4	11	24	3	28	12	23	13	13	--	20	11	11	3	1	3	8	1	23
Gen. Smallwood	16	11	20	13	6	8	5	20	13	20	4	2	3	13	27	21	7	19	12	12	19	16	4	24	4	10	20	--	12	13	20	20	21	8	19	24
Milton Somers	7	2	11	3	8	7	13	11	3	11	12	14	12	3	15	9	6	10	1	15	10	17	11	15	12	4	11	12	--	3	11	11	11	7	10	15
Spring Dell Center	6	2	9	--	9	8	14	12	--	11	13	15	14	--	14	9	7	10	3	16	10	18	12	16	13	5	11	13	3	--	10	11	10	8	10	16
Benjamin Stoddert	15	10	2	10	13	8	20	19	10	3	13	22	19	10	8	9	9	2	11	24	1	28	12	23	13	13	3	20	11	10	--	2	2	8	3	23
Thomas Stone	16	10	5	11	13	8	21	19	11	1	13	22	19	11	6	7	9	4	11	24	3	28	12	23	13	13	1	20	11	11	2	--	3	8	2	23
Eva Turner	16	10	2	10	14	9	21	20	10	4	14	23	20	10	9	10	9	3	11	25	2	29	13	23	14	14	3	21	11	10	2	3	--	9	4	24
Vo-Tech Center	11	6	8	8	3	--	10	15	8	8	5	10	7	8	16	16	1	7	7	16	7	20	4	19	5	5	8	8	7	8	8	8	9	--	7	19
Waldorf - Old	14	9	4	10	12	7	20	19	10	1	12	21	18	10	7	8	8	3	10	23	3	27	11	22	12	12	1	19	10	10	3	2	4	7	--	23
Wayside	8	14	23	16	19	19	25	4	16	23	24	26	25	16	29	23	18	22	15	27	22	29	24	--	24	16	23	24	15	16	23	23	24	19	23	--

OVERVIEW

Project CAST is an alternative career education program designed for high school age educationally handicapped students receiving Level IV and V special education services. This program is currently operating at four Charles County high schools and the special education center. The Project CAST program focuses upon the student's development of skills which are necessary for independent living, career decision-making, and job success. The entire project centers around the concept that learning occurs in many environments; the community, school, and home together provide the arena for student growth.

THE PROGRAM

The Project CAST program is divided into four phases, each phase representing developmental steps in the career education process.

Project CAST Phases and Program Objectives

Phase I: Career Awareness

Objectives:

- To provide learning activities which foster student *awareness* of the *multitude of occupations* that exist within the community.
- To provide learning experiences which will enable students to *learn more about themselves*, in relation to their present life style.
- To provide students with educational opportunities which further *develop independent living skills*.

Project CAST Phases and Program Objectives (continued)

Phase II: Career Exploration

Objectives: To provide learning activities designed to assist students in the *identification of interests, abilities, environmental and life style preferences and occupations which match* these factors.

To provide students with educational opportunities which further *develop independent living skills.*

Phase III: Career Investigation

Objectives: To provide students with *"hands on" job experiences* to, in concrete terms, *validate assumptions made regarding the student's "desired" occupations* for future employment.

To provide learning experiences designed to develop students' job seeking, maintaining, and terminating skills.

To provide learning activities designed to enhance students' *social and emotional adjustment in the working world.*

To provide students with educational opportunities which further *develop independent living skills.*

Phase IV: On-The-Job Training/Work Study

Objectives: To provide learning experiences designed to help students obtain and be trained in self-selected occupations.

To provide learning activities designed to enhance students' *social and emotional adjustment in the working world.*

To provide students with educational opportunities which further *develop independent living skills.*

The methods used to accomplish the Project CAST program objectives are diverse. During Phase I: Career Awareness, students go on field trips to a variety of job sites and guest speakers come to each school to speak to students, describe their job, show the tools of their occupation, and provide insights which come with experience in an occupation. Teachers develop lessons and activities for students which help them discover the numerous occupations existing in the community, as well as gain exposure to the job tasks involved with each occupation. Role play, simulation activities, survey instruments, and other methods are used to help students better understand themselves and to help students develop the essential independent living skills.

During Phase II: Career Exploration, students participate in shadowing experiences, field trips on a limited basis, and guest speakers come to the school but for a purpose which is different than that of Phase I: Career Awareness. As a student begins the Career Exploration phase of the program, he/she has already learned about a variety of job opportunities and is making some "tentative" decisions, sorting information, and identifying occupations of personal interest. Shadowing, guest speakers, work samples, vocational evaluation, and other instructional devices are employed at this time to help students explore these occupations of "tentative" interest. Through the exploration process, students learn about present and future job outlooks, career ladder opportunities, training and salary requirements, possible work environments, work tools and tasks, and other important factors which are characteristics of each occupation. Activities are also developed to help students

gain a better understanding of themselves. Each student is guided in the identification of his/her interests, abilities, and life style desires. This serves as a foundation and a basis for students in the measuring or matching of an occupation to oneself. During the Career Exploration phase, instruction continues in the independent living skills areas.

The primary instructional method utilized in Phase III: Career Investigation helps to make jobs, the world of work, career decision-making, and the need for developed life skills concrete for students. The Career Investigation phase of the program includes a series of "job sampling" opportunities. Students select several occupations which they have explored and would like to experience. Each student is placed with a worker (termed a Resource Person) at a job site in the community and then observes the worker, learns job tasks, and gains a concrete perspective of the occupation and work environment. Students have the opportunity to "sample" about four jobs during a school year, with each one lasting about 3 weeks. Students may spend between 40-60% of their school week on-site.(The % of time is based upon the student's need, transportation, and site availability.) Subject area course credit, required for graduation, is offered to students who are learning through the "job sampling" method. Teachers monitor student progress at the job site and keep in close touch with each student's Resource Person. This information is used to plan a unified comprehensive program for the student when he/she is in school. Once a week all of the Phase III students in each school spend a period together to share experiences. During the Career

Investigation phase, as in all other phases of Project CAST, students continue developing life skills.

Phase IV: On-The-Job Training/Work Study is designed to provide students with specific job skills in a self-selected occupation. As a result of the Career Investigation experience, students in this phase have good information to use in selecting an occupation to pursue. After the student chooses an occupation, Project CAST staff provide assistance in getting a paying position. Community job sites are identified and employers are solicited to train students. Specific job skills are selected for student learning. Teachers monitor student development of these skills and provide classroom instruction in job enabling and life skills. A Phase IV student spends 20-80% of his/her school day on-site, up to four days a week. No time limitation is placed upon the number of weeks each student spends on-site. The goal is to have students trained in a job (OJT) and maintain that employment (Work/Study), unless the experience is unsatisfactory to the student, employer, parent, school, etc. As in Phase III, students may earn course credit in academic areas through OJT-Work/Study. The Phase IV student participates in the "once a week" seminar sessions to share his/her experiences with other Phase IV students.

PROJECT CAST FITS IN WITH OTHER SCHOOL PROGRAMS !!!

Although Project CAST activities comprise part of the high school curriculum for many Level IV and V students, it is not imperative or appropriate to have each student participate in every program phase. The Individual Educational Program (IEP) Team in reviewing each student's IEP determines appropriate programming for the student. For example, it is certainly possible for a student to complete a Phase I and II experience, locate summer employment in a trade (assistant to a trade worker, etc.), decide that the "trade" is what he/she wants to pursue, and have IEP team meeting results include Vo-Tech placement for the next school year. This student can meet career and independent living skills objectives via utilizing the Project CAST curriculum - although the method of instruction may change.

** Complying with federal and state mandates and county procedure, students serviced through Project CAST should participate in the general education program and be removed from that environment, when and only to the extent that, their needs are not being met, even with supplementary aids and services.

PLACING STUDENTS IN THE APPROPRIATE PHASE

There are several crucial factors to consider when determining CAST phase placement. In order for students to get the most out of the program, the teacher must view each student individually. Inaccurate placement is to the complete disadvantage of the student!

Please refer to the Phase Placement Section for specific guidelines.

SITE ANALYSIS/RESOURCE DEVELOPMENT

Project CAST is designed to teach students about life and the community they will face when they finish school. In simplest terms, this is done by having students experience the community, the world of work, and other "after-school-life" situations, while in school. In order to complete this task, the active support of the community must exist. Project CAST staff (in addition to activities such as speaking to agencies and service organizations, etc.) must solicit community involvement in the program. The process used for this purpose is called Site Analysis and Resource Development (SARD).

What Is It?

Site Analysis and Resource Development is the process used to solicit workers/employers participation in Project CAST program Phases I-IV. This approach is utilized to identify, record, and analyze specific job tasks and general site information which is crucial to the implementation of the community-based component.

Who Does It?

Program Coordinator, Phases I and II

Program Coordinator, Phases III and IV

Anyone may provide "leads" for new sites by contacting the program coordinators.

OTHER PROJECT COMPONENTS

PARENTAL INVOLVEMENT

In addition to the parental involvement requirements of PL 94-142, Bylaw 13.04.01 Annotated Code of Maryland, and procedures adopted by the Charles County Public School System, Project CAST includes:

1. Signed consent of parent/guardian for student to participate in Project CAST.
2. Signed parent permission for Phase I field trips.
3. Signed parent permission for Phase II shadowing experiences.
4. Signed consent of the parent/guardian prior to a student placement at a job site, Phase III/IV.
5. Signed consent of parent/guardian for student providing his/her own transportation to and from job site.
6. Signed consent of parent/guardian if a student will be transported in any vehicle while on-site.
7. Parent meetings.
8. Frequent communication with parents/guardians regarding student progress.

PROGRAM AWARENESS

During the year, Project staff can present the program to a variety of audiences: parents-students-business community-and school system personnel. A five minute presentation module is also available to all school personnel on a "sign-out" basis to use for the purpose of developing program awareness.

CONTINUING EDUCATION

Project CAST offers workshops and in-service sessions for teachers involved with the program. During the school year pre-scheduled Learning Coordinator meetings also take place. The Learning Coordinator meetings are designed to address school-based needs.

In addition to the continued educational opportunities cited, other resources exist to help in the professional development process:

1. professional texts and journals
2. newsletters, pamphlets, and handouts
3. resource people

Please communicate needs/desires for such materials/persons to the Project CAST office staff.

MATERIALS

AN AVAILABLE RESOURCE: CAST MATERIALS

As a Project CAST Learning Coordinator you will have at your disposal a variety of instructional and professional materials and equipment. These materials have been purchased by the program and are housed in a central location near the CAST Office. The materials were selected specifically to meet CAST career education and life skills program goals. In addition, most of the materials are geared to the high school special education student in terms of content, relevancy, and readability level. There are texts, workbooks, tapes, cassettes, film strips, games, multi-media kits, Project Discovery kits, typewriters, and so on. The content covered includes career education, career guidance, independent living skills, language arts, math, science/health, social studies, and professional materials for teachers.

HOW DO I FIND OUT WHAT SPECIFIC MATERIALS CAST HAS?

All of the materials we have are listed and indexed in the Project CAST Material Resource Listing. In the directory, in the area of career education all of the materials have a summary and description sheet which gives explicit details on the use and quality of the given material. Periodically supplemental listings of new materials or summaries will be sent to you to include in your directory so that it remains updated. At each of the high schools and the F. B. Gwynn Center, the CAST Learning Coordinators have in their possession at least one copy of the CAST Material

Resource Listing. If for any reason you do not have access to a copy of the directory, please contact the CAST office and we will send you one.

HOW AND WHEN DO I SIGN MATERIALS OUT?

All materials will be available for sign-out at the beginning of the school year. The CAST secretary is the person who signs-out the materials to you. If you are familiar with the materials, you can refer to the directory, call in your order to the CAST secretary, and she will check the materials out in your name and send them to you through the pony. Please order in advance to allow sufficient time for the arrival of the materials. The alternative is stopping by the CAST office (Monday-Friday, 8:30-4:30) or at the first staff meeting and selecting your own materials. New materials are ordered yearly, so it is advisable to drop by to preview the new items. Some new items arrive in late, possibly as late as October. Please remember, all materials can be signed out any time during the school year. There are limited quantities of some materials, and when this is the case the CAST secretary will inform you of the number you may sign-out within that series.

HOW LONG CAN I HAVE THE MATERIALS FOR?

All materials may be signed out, through the CAST secretary, for as long as you desire, even for the entire school year. However, if another Learning Coordinator makes a request for a specific material which has been completely signed out, you may be contacted

to return it to the CAST office so that it can be forwarded on to the next Learning Coordinator. As much as possible we will try to meet your timeline needs. All materials are to be returned to the CAST office, boxed and labeled by teacher and school at the end of the school year according to the date given on your timeline. You may bring them yourself or send them through the pony. If there are any problems as we check them back in, the CAST secretary will be in touch with you.

WHO'S RESPONSIBLE?

The CAST office maintains a material inventory which identifies all of the parts of the material, quantity, and condition. When a material is signed out in your name, you are completely responsible for it. If the material is lost, damaged, incomplete, or written in when its labeled non-consumable, we expect exact catalogue reimbursement to replace the item(s) or make repairs. Therefore it is wise to pass on this information to your students so they understand the consequences of writing in books or . . . ! We are working with high school students, we should expect this level of responsibility.

Please feel free to use any materials you find useful and appropriate that you already have access to at your schools or elsewhere.

LEGAL ISSUES

In any community-based program there are serious liability issues to consider. Issues such as health, accidents, private transportation, and placement in hazardous occupations can be dealt with by following the procedures listed below. It is also important for us to recognize that there are several situations in which it is difficult to determine who is liable for the incident. Therefore it is imperative that you report to us immediately if you become aware of any of the following:

1. student injury on site
2. student suspected of damaging site equipment
3. student suspected of theft
4. student inflicts bodily injury to a person on-site

A. *ACCIDENTS*

In any community based career education program the potential exists for students to be involved in accidents while participating in site experiences. Therefore in order to participate in site experiences, students must obtain accident insurance.

Phase II, III, and IV (non-paid) students must purchase accident insurance through Project CAST. Since this policy only provides excess coverage we also suggest that students obtain other accident or medical insurance through their parents or schools.

As paid workers, Phase IV students are not covered by our group policy. They therefore must purchase the 24 hour school accident insurance in addition to any medical coverage they may have with their parents or employers.

Insurance money or verification of school insurance must be turned in to the CAST Office such that coverage begins prior to the first site placement. Refer to timelines for exact dates.

B. MEDICAL/HEALTH INFORMATION

Certain medical/health information is required prior to beginning any site placement for Phases II, III, and IV. This information is needed to insure appropriate site placement and must be shared with employers to meet their health and safety guidelines. This information may also be needed in case of emergency. The MEDICAL INFORMATION form must be completed and signed by the parent each year prior to the first site placement. Refer to the timeline for due date.

Students returning to school after a short-term physical disability or having other health impairments which may have implications affecting tasks to be performed on-site may be required to bring a written statement with parent or doctor signature stating permission for and any limitations to participation.

C. *TRANSPORTATION*

Project CAST does not provide insurance coverage for students who transport themselves, ride with other students, or ride in vehicles while on-site.

Parental permission is therefore required in these situations. Contact the CAST Office for the appropriate permission form.

D. *HAZARDOUS OCCUPATIONS*

The United States Department of Labor has adopted child labor requirements which affect the age of and occupations available to students.

As stated by child labor laws, the basic minimum age for employment in non-hazardous occupations is 16 years of age.

Employment of students 14 and 15 years of age is limited to certain occupations, under certain conditions which do not interfere with their schooling, health, or well-being.

Students employed in any "hazardous" occupation or around hazardous machinery must be at least 18 years old.

Learning Coordinators and Program Coordinators must stay within these requirements in arranging site experiences for CAST students.

E. OTHER

While participating on-site students may come into contact with or contract any number of communicable diseases, infections, or parasites (i.e., colds, childhood diseases, lice, etc.). Please make your students aware that this may happen and that accident and medical insurance does not cover these situations. Since exposure to these conditions could occur anywhere, Project CAST assumes no responsibility for paying any medical expenses related to such exposure,

PHASE PLACEMENT GUIDELINES

WHICH PHASE?

It is recommended that students progress through all four phases of Project CAST in sequence. Students should remain in each phase for the entire school year and make an effort to participate in all CAST activities provided, except in rare instances where an accelerated program is recommended. Some possible reasons for accelerated placements would be based on the age of the student, their phase performance, or their previous job experience.

For various reasons some students may not be able to take advantage of every site opportunity. Students are not necessarily required to have 100% participation but they should be aware that non-participation could affect their progess to the next phase. Also, when the student completes the minimum number of site placements for a particular phase, this does not necessarily mean that he/she has completed that phase. It is still recommended that the student continue in that phase for the entire school year and take advantage of all on-site and classroom opportunities that are available for the year.

Incoming 9th grade students are usually placed in Phase I and changes in phase placement generally take place at the annual review. New CAST placements or requests for changes in phase placement during the school year should be brought to the attention of the Project CAST Office. The Program Coordinators will consider

each student's situation individually, based on information from the Learning Coordinator, and recommend phase appropriateness.

Whether a change in phase placement is recommended or not it is always the responsibility of the Program Coordinator to arrange the site placement for the student based on input from the student and the Learning Coordinator.

Anytime a phase change is recommended, the change must be recorded on the IEP and initialed by the parent.

FACTORS TO CONSIDER WHEN DETERMINING PHASE PLACEMENT

WHAT QUESTIONS DO I NEED TO ASK?

ARD/IEP teams including a CAST Learning Coordinator, the parent, and the student should consider the following factors when determining phase entrance, phase movement, or phase placement that does not follow the regular grade level procedure as stated previously. When any unusual circumstances exist, the CAST Program Coordinators should be consulted. Please remember all CAST participants must currently be in a Level IV or Level V (as appropriate) special education placement.

QUESTIONING CATEGORIES

AGE What is the age and actual grade of the student?

A. If a student is not yet sixteen he/she may not participate in Phase III or IV due to child labor laws.

B. If a student is over sixteen but actually in 10th grade and plans on completing school, you may not want to accelerate him/her on to Phase III because the student may become quite bored going through one phase for two years.

C. Be aware that if a student skips a phase or more there may be some resentment from fellow students who have "earned" their way up through the phases by attendance and performance!

CAREER MATURITY

Previous experience with work and daily living activities:

A. Has the student participated in career awareness, exploration, investigation, or on-the-job training activities? If so, what is the student's level in the following areas:

1. Student's awareness of a variety of occupations (name, function) and how they interrelate. *PHASE I*
2. Student's understanding of self (behavior, likes/dislikes, strengths/weaknesses, etc.). *PHASE I and II*
3. Student's understanding of self with relation to occupations for future pursuit (realistic?, informed!, etc.). *PHASE II*
4. Student's indepth knowledge of an occupation(s) (for example: Student, "The job entails chopping wood, by myself, outdoors, all day long. I know that! I like it! I've done it and know where I can go with it! I want it!") *PHASE III*

5. Student's proficiency in an occupation of his/her choice. *PHASE IV*

B. What prevocational, education, vocational guidance, and/or vocational evaluations has the student had?

C. What decision making/problem solving abilities does the student possess? More extensively in the upper phases, the student will be involved in making career plans and solving problems which can occur daily on the job. Skills in this area are directly related to the degree of success the student will have in the world of work!

SCHOOL/ WORK HABITS

What are the students' strengths and weaknesses in the area of school and work-related habits? Attention span, level of motivation, organization ability, activity level, adaptability to changes in routine schedules, class attendance, class participation

SOCIAL PERFORM-ANCE

How effectively does the student manage his/her behavior? Keep in mind the degree of self management skills that are required in the work world.

A. Does the student accept authority, limitations, rules, responsibilities, and criticism?

B. What are the students' attitudes about self? Does the student exhibit positive self attitude or does he/she approach new experiences with expectation of failure?

C. How does the student participate in relationships with peers, groups, and adults (power struggles, fear, withdrawal).

LEVELS OF TOLERANCE — What are the student's physical, mental, and emotional tolerances? To what extent can the student handle physical stress or exertion, extended periods of concentration, environmental stimulation, interactive environments, activity oriented situations, and/or distractions within the environment that may be encountered in occupations.

* *

If a student has participated in a previous CAST phase, please consider quality of participation, monitoring and evaluation feedback, site attendance, career education grades, CAST inventory scores, and phase data sheets prior to considering a phase placement change.

Some of the factors described above were from:

Education and Work Series, Preparing Handicapped Students for Work, Alternatives for Secondary Programming; Carol M. Johnson; The Council for Exceptional Children

Assessment in Career Guidance: Toward Truly Developmental Counseling; Donald E. Super; The Personnel and Guidance Journal

PHASE PLACEMENT CONSIDERATIONS: SUMMARY SHEET

FACTORS	RESPONSE
1. Age/Grade	
2. Previous work and daily-living experience	
3. School and work related habits	
4. Social performance	
5. Tolerance Levels	
* 6. If already in CAST: Assessment information, CAST Inventories, Monitoring and Evaluation, Site attendance, Career education grades, Data sheet information	

This is strictly a tool to use as reference when discussing CAST student placements.

PROCEDURES FOR PHASE I

Procedures for Phase I are structured into three time periods: the beginning of the year "setting up", the site placements, and the end of the year tasks.

I. SETTING UP

STEP I:

The first step,which should be done by the end of the first week of school, involves checking the CAST Phase I class list against ARD student files. Each student on your class list should have a career education goal on his/her IEP, Part I, and each student should also be in a Level IV or V placement. If this is not the case an ARD/IEP meeting needs to be arranged through the ARD Chairperson to correct, delete, or add on a career education goal. It is a good idea to run through all 9th grade Level IV students' ARD files to assure that all who have a CAST goal are indeed on your class list.

STEP II:

Once your class list is finalized, there are specific forms and information sheets which need to be sent home for parent signature, returned to you, and sent on to the CAST Office to be placed on file. A copy of each form will be sent to you to place in each student's CAST folder. The student Information sheet, Project CAST Release form, Permission to Test form, and a CAST Parent Question and Answer sheet are sent home for signature and information. The student

Information form has emergency personal information. The Release form grants permission to participate in CAST, and the Permission to Test form must be signed prior to testing Phase I students on the SPIB, Woodcock/Johnson, and CCDI-I pre and post tests. (See Forms Section for descriptions)

Collect and record on the Phase I Class Forms Checklist all forms returned by the parents. The checklist provides an easy recordkeeping and management system. Send all signed forms on to the CAST Office according to the Timeline.

The Learning Coordinator should maintain a file folder on each student and file his/her: Data Sheet, test protocols, Career Knowledge and Preference Information Sheet; copies of the Release, Information form, and Permission to Test form, and other items, as appropriate.

STEP 3:

A 'teacher form pack' is given to each Learning Coordinator at the beginning of the school year. The forms pack includes your class list, Class Forms Checklist, Data Sheets, Field Trip Request and Schedule forms, Field Trip LC Evaluation forms, Guest Speaker Request and Schedule Forms, Guest Speaker LC Evaluation forms, Career Knowledge and Preference Information Sheets, and Student Surveys. (See the Forms Section for descriptions and instructions) Keep these forms in an accessible location to use as you need.

II. SITE EXPERIENCES

STEP I:

The Learning Coordinator is responsible to refer to the Phase I Course Outline and Timeline to determine the dates to turn in the Field Trip Request and Schedule forms. A few days prior to having to send in the request form, take time to review the 15 Occupational Clusters (refer to last section of the handbook) with your class and facilitate group decision-making on the types of businesses they want to request.

Refer to the Forms Section of the handbook for instructions on how to use the Field Trip Request and Schedule form. The Program Coordinator at the Project CAST Office is responsible for contacting businesses and setting up the field trips. There are seven field trips per school year and generally three business sites are visited per field trip.

STEP II:

Upon receiving confirmation of field trip sites, prepare your students (See Curriculum Section) for what they might see, expected bus and on-site behavior, and appropriate grooming and dress, where to meet the CAST bus and at what time the bus departs. The bus driver will stop at any fast food or restaurant on the route, for lunch. Refer to your confirmed schedule to see what time lunch is at and think about where you would like to eat lunch. Remind students the day before the field trip about meeting the bus and

bringing a bag lunch or money to buy lunch. A few days prior to the field trip make sure to give a copy of your field trip schedule to the school office. If you have a large number of students, please have an aide or chaperone join you. Contact the Program Coordinator if there are any difficulties in arranging sufficient field trip teacher coverage.

STEP III:

On the day of the field trip, round up your students, sign them out of the building, and climb aboard! You should have your clipboard and Field Trip LC Evaluation form right with you to record on. The LC is responsible for promoting student questioning and also functioning as a PR agent in the community. How well your students behave and show interest has direct impact on the Resource Persons' (RP) desire to conduct future field trips for CAST students. The RP can feel as uneasy about conducting a field trip as you feel about entering an unfamiliar environment. Please be helpful, considerate, and at the end of the visit take a few minutes to share what went well, things of particular interest to your students, and any suggestions you may have. Try to stay on schedule and wrap up each site visit on time so that you arrive on time to the next site.

During lunch, absolutely no students are to be on the bus without the teacher and bus driver present. Ususally field trip departure occurs during second period and students arrive back at school during the middle of seventh period. All teachers affected by the field trip and the absence of CAST students in their class should receive advance notice from the Learning Coordinator.

STEP IV:

On the return trip to the school or the next day, discuss student impressions, opinions, new learnings, etc. and then have each student complete a Career Knowledge and Preference Information Sheet. The LC is responsible to turn in the Field Trip LC Evaluation form to the CAST Office according to the date indicated on the Timeline. Throughout the year, the LC updates the student's Data Sheet to reflect the student's participation on field trips.

III. END OF THE YEAR TASKS

Learning Coordinators complete Data Sheets and students need to complete the Student Survey forms. Send these forms, along with the CCDI-I pre and post test Student Score Worksheets, the CK&PI Sheets, and all CAST instructional materials through the pony according to the Timeline date indicated. Contact the CAST Office prior to your last work day to confirm the receipt of your materials and forms.

PROCEDURES FOR PHASE II

Procedures for Phase II are structured into three time periods: the beginning of the year "set up" tasks, site placements, and the end of the year tasks.

I. SETTING UP

STEP I:

A. Check to confirm there is a Release form on file on each of your students and an IEP, Part I goal for CAST.

B. Send home for parent signature:

1. Information/Medical form
   Updated personal, medical, and insurance information is requested to be on file in the CAST Office prior to site placement. The Information/Medical form has a check-off for parents to return the form with VIS insurance money.

2. Permission to Test form
   Grants permission for you to administer the CCDI-I in the Fall and Spring. If the student did not have the SPIB or Woodcock/Johnson during Phase I, it is then necessary to do this testing in Phase II.

3. All Phase II students must purchase Volunteer Worker's Insurance (VIS) in order to participate

on site experiences. Once the parent submits the accident insurance money, the LC records the payment on the Information/Medical form.

C. Collect all signed forms and VIS money and send to the CAST Office along with your confirmed Phase II class list according to the Timeline due date.

STEP II:

Set up individual CAST student folders, your Class Forms Checklist, and Data Sheets. (See Phase I, Step III) The Learning Coordinator receives a "teacher forms pack" from the CAST Office which includes: a class list, Class Forms Checklist, Data Sheets, Shadowing Request forms, Shadowing LC Evaluation forms, Mileage/Travel forms, Field Trip and Guest Speaker Request and Schedule forms and LC Evaluation forms, Career Knowledge and Preference Information Sheets, and Student Survey forms. By having the forms you need for the school year on hand, it should make the process easier. Please keep track of exact mileage while monitoring shadowing sites and turn this in to the CAST Office at the end of each shadowing experience.

II. SITE EXPERIENCES

STEP I:

The Learning Coordinator is responsible to refer to the Phase II Course Outline and Timeline to determine the dates to send in Shadowing Request and Schedule forms or Field Trip Request and Schedule forms. There are four shadowings and one field trip scheduled during the year.

Guest speaker requests can be made on a monthly basis throughout the year. Several days prior to the due date for the shadowing requests, start meeting individually with students to gather information on their shadowing choices. The shadowing choices should be listed on the request form according to first, second, and third preference. Students often forget job titles, so once they give you some clues, share the many jobs they may be describing. The purpose of shadowing is to explore many jobs, so for each shadowing suggest to the student to try something new. Part of the LC's role is to provide guidance to the student in making informed, realistic choices. Please remember, we all have dreams and some higher level goals to aim for. Our students have that right and should be allowed to experiment in more challenging worker roles. The LC submits the shadowing request to the Phase I/II Program Coordinator at the CAST Office. It is the Program Coordinator's responsibility to set up the shadowing experiences. The purpose and structure of shadowing experiences is explained in more detail in the Curriculum Section.

STEP II:

Upon receiving confirmation of shadowing sites, prepare your students as you did in Phase I. In addition, provide your students with constant reassurance, deal with specific student concerns or fears, specific dress requirements, breaks and lunch, or other site specifics you are aware of. Equally important is preparing students to appropriately interact with the Resource Person and other employees. Let your students know what day they go out on, bus pick-

up times, and that you'll be driving behind the bus and will walk each student into their site and check back on them later that day.

The Learning Coordinator is responsible to inform the school office of where each student will be by giving the office personnel a copy of your shadowing schedule form. Please give prior notice to teachers who may expect the CAST student in their class that day. Class coverage may be needed if your shadowing has been scheduled on two days. Shadowings usually run from second to seventh period. Students should know how to sign-in when they arrive back at school and what to do next.

STEP III:

On the day of the shadowing, sign-out students, get the students on the bus, and the Learning Coordinator drives behind the bus. Carry your shadowing evaluation forms, shadowing confirmation list, and clipboard with you. As you walk the student from the bus into the business, find out from the bus driver the expected pick-up time. The student should be waiting inside the front entrance of the business at the time the bus driver is expected to pick him/her up. Introduce the student and yourself to the Resource Person, quickly see the student settled in, and continue to drop off the rest of the students. Then, return to each site to observe and evaluate the student and to chat with the RP about his/her impressions and what took place on the shadowing. Don't forget to give some feedback to the RP. He/She needs reassurance as well! The CAST Office requests

each Resource Person to complete a shadowing evaluation on his/her student. Upon receiving the RP evaluation at the CAST Office, a copy will be forwarded to you to share with the student.

STEP IV:

The next day students should share and discuss their experiences, achievements, disappointments, etc. and complete the Career Knowledge and Preference Information Sheets. The LC is responsible to send in the LC shadowing evaluations according to the Timeline.

III. END OF THE YEAR TASKS

Learning Coordinators complete Data Sheets and students need to complete the Student Survey forms. Send these forms, along with the CCDI-II pre and post test Student Score Worksheets, the CK&PI Sheets, and ALL CAST instructional materials through the pony according to the Timeline date indicated. Contact the CAST Office prior to your last work day to confirm the receipt of your materials and forms.

*** Due to the fact that Gwynn students' shadowings last five days, training, on-site expectations, and monitoring will be somewhat different. As the process evolves, an addendum will be placed in the handbook on specific procedures for Phase II at the Gwynn Center.

PROCEDURES FOR PHASE III

Procedures for Phase III can best be divided into four areas: setting up at the beginning of the year, the site placement cycle, post testing, and end of the year tasks.

I. SETTING UP

A. Parental Permission Form

Parental permission (Release forms) are required for program entrance. Check to confirm one is on file. A Project CAST Parent Question and Answer packet and letter accompanies the form.

B. Information/Medical Form

Updated personal, medical, and insurance information is required to be on file in the CAST Office prior to any Phase III site placement. The Information/ Medical form should be completed and signed by a parent each year. Students returning to school after a short-term physical disability or other health impairment which may have implications affecting tasks to be performed on site, may be required to have a doctor's note stating any limitations for participation.

C. Accident Insurance for volunteer workers (VIS) must be purchased through Project CAST prior to the first site placement. Premiums must be received by the insurance company by the last day of the month prior

to the site experience. Uninsured students will not be permitted to attend sites. Payments should be recorded on the Information/Medical form.

II. STUDENT SITE PLACEMENT CYCLE

This cycle consists of ten steps and will be repeated four times: once for each job sampling experience. These ten steps can be divided into pre-site tasks, on-site tasks, and post-site tasks.

A. PRE-SITE TASKS

STEP 1:

The Learning Coordinator will provide instructional activities which will assist students in selecting and prioritizing three possible sites. It is important that each student is extremely familiar with the jobs he/she has selected, the tasks performed in the job, the work requirements and environment, and the abilities and skills necessary to perform in the selected occupations. Therefore, it is the role of the teacher to provide guidance to the student in making informed, realistic choices. The LC will then submit the site request form to the CAST Office. Students should practice job seeking skills by completing job applications for their choices.

STEP 2:

The CAST Office will arrange site placements, fill out the placement forms, get Resource Person signatures, and deliver these forms to the Learning Coordinator.

STEP 3:

The Learning Coordinator will be responsible for obtaining teacher/parent/student signatures, assisting students in completing their own work permits, and returning these forms to the CAST Office as soon as possible.

STEP 4:

The CAST Office will process the signed forms and distribute copies to the Resource Person, teacher, student, and parent. Site transportation confirmation will be sent to the Learning Coordinator.

STEP 5:

The Learning Coordinator will prepare the student for his/her first day at the site (appropriate attire, lunch arrangements, sign-out procedures, transportation arrangements, Resource Person name, job expectations while on-site, etc.)

B. ON-SITE TASKS

STEP 6:

a. Monitor students at their sites using the Teacher Monitoring and Evaluation form provided. A minimum of three monitorings is expected during a regular site experience. Emphasize correct work habits and attitudes. Record attendance, tardiness, performance, etc. Tie-in academics and skill building activities.

b. Make sure that each student 'signs-out' through the school office every single day that he/she leaves the school to go on-site and is waiting for the bus at least five minutes before the designated time (and waits at least five minutes if the bus doesn't show at the designated time).

c. If a student is absent they should call and leave you a message before school and also call the Resource Person. You should call the RP after the buses leave to ensure that he/she is notified and to code the absence. AB - absent but student called in. U - unexcused, student did not call.

d. Talk with employer/Resource Person weekly (maintain contact), let them know that you are there to help and provide the employer/RP with

constructive feedback on his/her effectiveness with the student(s).

e. Observe each student to:

1. Identify enabling skills needed for specific job tasks. (So that you can help develop them in the classroom.)
2. Ensure that the student is <u>learning</u>, <u>not producing</u>. (This is a non-paid experience and students should not be repeating the same tasks 'day-in and day-out' independently.)
3. Help him/her on-site, if appropriate, to acquire new skills.
4. Bring back to the classroom information which will help the student in the career decision-making and work adjustment process.

f. <u>Leave word, in written form</u>, with your school office each and every time you leave your building for Project CAST purposes. Many schools have professional/teacher 'sign-in and sign-out' sheets for this purpose.

g. Encourage the Resource Person to let you know if he/she is having a problem with the student on-site - and the first intervention should be made by the Resource Person with the student. Continuous and carefully planned monitoring sessions build-in the opportunity for RPs to let you know of difficulties.

Make sure they have your school telephone number and know to call you for student programming needs. Also let them know that it may take a full day for you to return a call . . . due to your class schedule. Reinforce the statement that for all EMERGENCIES they must call the Project Office.

h. Share your monitoring observations (good and bad) with the student privately each week and use them in determining grades.

STEP 7:

The Learning Coordinator should have RPs complete an evaluation form and collect it from them at the end of each site.

C. POST-SITE

STEP 8:

The Learning Coordinator should meet with students individually to share final Resource Person and Teacher Evaluations with them.

STEP 9:

The Learning Coordinator should assist students in evaluating themselves and their sites, completing the Student Self Evaluation form individually. Additional

group post-site activities should be planned to address CAST objectives in the area of Occupational Knowledge.

STEP 10:

The Learning Coordinator should update Data Sheets, organize evaluation forms by student and phase, prepare travel reimbursement forms, and send all this in to the CAST Office.

III. TESTING

Phase III students should receive the SPIB and the Woodcock/Johnson in the Spring. Get parent signatures on Permission to Test forms, then give each student the tests. Allow plenty of time since the Woodcock/Johnson is an individually administered test and will require approximately 40 minutes per student. Record the cluster grade scores from the Woodcock/Johnson in a blank area on the Data Sheet and the total and percent scores for the SPIB in the appropriate space.

IV. END OF YEAR TASKS

Learning Coordinators should have students complete the Student Survey. They should complete all Data Sheets and turn both forms into the CAST Office. LCs should also return any CAST instructional materials through the pony.

PROCEDURES FOR PHASE IV

Procedures for Phase IV can be divided into three areas: setting up, placement, and end of the year tasks.

I. SETTING UP

A. Parental Permission Form

Check to confirm that a Release form is on file.

B. Information/Medical Form

Updated personal, medical, and insurance information is required to be on file in the CAST Office prior to any Phase IV site placement. The Information/Medical form should be completed and signed by a parent each year. Students returning to school after a short-term physical disability or other health impairment which may have implications affecting tasks to be performed on site, may be required to have a doctor's note stating any limitations for participation.

C. Accident Insurance

Students without pre-arranged jobs should purchase VIS insurance with the Phase III students. This will cover them as non-paid workers. Once paid positions are found, VIS will no longer provide coverage. The 24 Hour School Insurance must then be purchased even though it seems expensive. This will provide coverage

while students are away from school; the regular school insurance and VIS will not provide the coverage that they need. Also, as paid workers these students will be in a better position to afford this premium. Pay your school representatives and send word to the CAST Office before the job begins.

II. STUDENT PLACEMENT

This is the same as Phase III for most steps.

A. PRE-SITE TASKS

STEP 1:

Students without jobs can participate in job samplings. Submit separate Phase III and Phase IV requests. Phase IV requests can be submitted throughout the year.

STEP 2:

CAST Office will assist students in the job seeking process rather than arrange their sites for them.

STEP 3:

The Learning Coordinator will be responsible for obtaining teacher/parent/student signatures, assisting students in completing their own work

permits, and returning these forms to the CAST Office as soon as possible.

STEP 4:

The CAST Office will process the signed forms and distribute copies to the Resource Person, teacher, student, and parent. Site transportation confirmation will be sent to the Learning Coordinator.

STEP 5:

The Learning Coordinator will prepare the student for his/her first day at the site (appropriate attire, lunch arrangements, sign-out procedures, transportation arrangements, Resource Person's name, job expectations while on site, etc.).

B. ON-SITE TASKS

STEP 6:

Monitor bi-monthly as a "minimum".

STEP 7:

Collect Resource Person evaluations quarterly. (See Timeline.)

C. POST-SITE

STEP 8:

The Learning Coordinator should meet with students individually to share final Resource Person and teacher evaluations with them.

STEP 9:

The Learning Coordinator should assist students in evaluating themselves and their sites, completing the Student Self Evaluation form individually. Additional group post-site activities should be planned to address CAST objectives in the area of Occupational Knowledge.

STEP 10:

The LC should update Data Sheets, organize evaluation forms by student and phase, prepare travel reimbursement forms, and send all this in to the CAST Office.

III. END OF THE YEAR

Complete Student Surveys and Data Sheets. Send them to the CAST Office along with any instructional materials that you may have.

The following information is given to Resource Persons on hosting field trips and providing shadowing experiences.

"HELPFUL HINTS" FOR RESOURCE PERSONS OF PHASE I STUDENTS

The purpose of the Phase I field trip is to show special education students (usually 9th graders) the variety of occupations available in Charles County. The students may participate in up to six (6) field trips each year. Each field trip consists of approximately three (3) site visitations. Students need a general description of the occupations available at your establishment (see enclosed list of topics). At least one (1) teacher will accompany each group of students to your site.

So that each field trip is successful for both the student and the community resource person (RP), several teachers and I have compiled a list of "helpful hints" for presentations. They are as follows:

1. Introduce yourself to the teacher and students (name, title, short job description) so that a friendly rapport is established immediately.

2. Students are handicapped, please try to use a simple vocabulary.

3. Students may need information to be presented several times to make a point clear. It is allright if all of the students do not understand everything you say.

4. Students usually prefer demonstration and participation as they are better understood than lectures.

5. Students may also have a short attention span during periods of little movement and long lectures. Please try to limit lectures!

6. Students have a tendency to be very "honest" in their responses. Please don't get offended or take their comments personally!

7. Students may have a difficult time stating their questions, please be patient.

I hope that these suggestions are helpful in your upcoming presentation. If you have any questions, please feel free to contact the Project CAST Office.

POSSIBLE FIELD TRIP AND GUEST SPEAKER TOPICS

1. Occupations available on-site
2. General hours of work
3. Major worker responsibilities
4. Training required (what kind, how long does it take)
5. Special requirements, such as licenses, certifications
6. Special type of clothing required to work at site
7. Special safety equipment required
8. Transportation requirements
9. Beginning pay for workers
10. Positive aspects of occupation
11. Special holidays off
12. Fringe benefits
13. Negative aspects of occupation
14. Possible hazards of job
15. Opportunities for advancement
16. Future forecast for job (in Charles County)
17. Other opportunities in the U. S. for these types of skills/jobs

INFORMATION FOR RESOURCE PERSONS OF PHASE II STUDENTS

The purpose of this Phase II shadowing experience is to show special education students (usually 10th graders) general information about a specific occupation. Shadowing for Project CAST means to work with a particular individual who has an occupation that a student possibly is interested in pursuing as his/her career. The student would spend one day (approximately 10:00 a.m. - 1:00 p.m.) observing, taking notes, asking questions, and participating when possible/reasonable with the person he/she shadows. Students are brought to an agreed upon resource person (community participant) in the morning by the teacher. The teacher will take all students to their RPs (resource persons) and will then rotate to the different sites throughout the day. If any problem arises (while shadowing), please feel free to communicate the problem with the teacher when he/she is at your site. If a more immediate problem arises, please contact the Project Office at 375-8171. Students need to be with a resource person throughout their day. Students are responsible for bringing their own lunches or money to purchase their lunch. Please do not feel obligated to provide lunch. Teachers will be back with the bus at the end of the day to pick up their students.

Some additional information about our students:

1. Please treat our students as potential employees.
2. Please feel free to use the enclosed field trip/ shadowing topics to help your student(s) to become aware of the various components of your job.
3. Please be aware that teachers or Project CAST staff may stop by to take a picture/video-tape of their student(s).
4. Please tell students where classroom subjects 'tie-into' job related skills.
5. Please try to use a simple vocabulary.
6. You may be asked questions which are not appropriate (for example, How much money do you make?). Please let the student know that they should not ask this type of question.
7. Please be aware that some of our students give very honest answers, so you may want to avoid delicate (controversial) subjects/questions.
8. Please remember that the Phase II student is just beginning to explore specific jobs and may not understand everything you do.
9. Students usually like to feel useful, if it is possible, please allow them to sample experiences.
10. Students usually prefer demonstrations to verbal explanations.

We hope your upcoming participation with student shadowing will be a great success. If you have any questions or concerns, please feel free to contact the Project CAST Office.

Possible information to be given to students during a field trip or shadowing experience or possible information students might want to request during a field trip or shadowing experience.

Actual job title or titles at job site
General hours of workers
Major responsibilities of job or jobs
Training required (what kind and how long does it take)
Any special requirements such as licenses, certifications
Any special type of clothing required to work at job site
Any special safety equipment required
Any transportation requirements
Beginning pay for workers
Positive aspects of job
Any special holidays off
General benefits of job (such as insurance, etc.)
Negative aspects of job
Any possible hazards of job
Any opportunities to move-up at the job site
Future forecast for these jobs
Any probability of working in this immediate community
Other opportunities in the U. S. for these types of skills/jobs

ASSESSMENT

A. *PURPOSE*

1. To provide test data to measure student growth.
2. To provide test data to measure program impact.
3. To provide information which can be utilized for student programming.

B. *INSTRUMENTS*

1. CAST Career Development Inventories (Phases I-IV)
   a. CCDI-I (to be field tested SY 83/84)
   b. CCDI-II (to be field tested SY 83/84)
   c. CCDI-III (currently being developed)
   d. CCDI-IV (currently being developed)

2. Social and Prevocational Information Battery
   a. Hygiene and Grooming
   b. Functional Signs
   c. Job Related Behavior
   d. Home Management
   e. Health Care
   f. Job Search Skills
   g. Budgeting
   h. Banking
   i. Purchasing Habits

3. Psycho-Educational Testing - Woodcock-Johnson Psycho-Educational Test Battery, Part II

   a. sub-test 13: Letter-Word Identification
   b. sub-test 14: Word Attack
   c. sub-test 15: Passage Comprehension
   d. sub-test 16: Calculation
   e. sub-test 17: Applied Problems
   f. sub-test 18: Dictation
   g. sub-test 19: Proofing

4. Career Interest Inventories

   a. JOB-O
   b. Self-Directed Search
   c. Others may be available in school career centers

C. *TESTING DATES*

TIME	PHASE I	PHASE II	PHASE III	PHASE IV
September / October	SPIB Woodcock/ Johnson CCDI-I (pre-test only SY 83/84)	? CCDI-II (pre-test only, SY 83/84)		
throughout the year as appropriate	Interest Inventories Voc. Eval: TAP	Interest Inventories Voc.Eval: Regular Battery (recommended)	Interest Inventories Voc. Eval. (Optional)	
March	CCDI-I (SY 84) Assessment for IEP	CCDI-II (SY 84) ? Assessment for IEP	SPIB Woodcock/ Johnson CCDI-III (SY 85) ? Assessment for IEP	CCDI-IV (SY 85) ?

D. REQUIREMENTS

Written parental consent must be obtained prior to assessment for the SPIB and the Woodcock/Johnson. (Use special education form titled "Parental Consent for Educational Assessment, which you can get from the CAST Office). Parental consent is not necessary for informal tests.

E. OTHER ASSESSMENT REQUIREMENTS

Pre and post assessment with regards to:

1. IEP goals
2. IEP short-term objectives

F. VOCATIONAL ASSESSMENT

It is suggested that students be referred for vocational evaluation at the Vocational-Technical Center. Information derived from this evaluation can be valuable in student program planning. Ninth graders can step through the TAP and tenth graders through the regular evaluation. Vocational evaluation is optional in 11th and 12th grade.

G. REPORTING ASSESSMENT INFORMATION

Scores and dates of all assessments should be added to the student DATA SHEET and the DATA SHEET should be sent in to the CAST Office at the end of the school year. Record individual grade scores in Reading, Math, and Written Language from the Woodcock/Johnson

and a total percent score for the SPIB. Learning Coordinators should request that an additional copy of the vocational evaluation report be forwarded directly to the CAST Office from the Voc-Eval Unit.

For information, materials, or assistance contact the Project CAST Office.

CURRICULUM

I. INDIVIDUAL EDUCATION PROGRAM

The CAST program offers curriculum goals and objectives in three critical areas:

A. Independent Living Skills (such as: banking, housing, health)

B. Basic Academic Skills (such as: performing mathematical calculations, writing correspondance)

C. Career Development (such as: self-awareness, occupational knowledge, and job acquisition- maintenance-termination skills)

IEP goals and short-term objectives formulate the individualized "curriculum" for each student and are based upon these three critical areas according to each student's unique educational needs. For Phases III and IV where time is spent on job sites, learning objectives should incorporate site and school-based desired learning outcomes.

The Project CAST Objective Guides (Career Development, Health/Science, Language Arts, Math, and Social Studies) along with other Charles County curriculum guides, Project BASIC objectives, and the Special Education Social Studies and Science curriculum become a resource bank of information useful in IEP development and implementation.

II. *GENERAL TEACHING STRATEGIES*

In order to present unified instruction and create an atmosphere which enhances optimal student learning, it is necessary to utilize a variety of teaching strategies in a carefully planned sequence.

One-shot learning experiences (e.g., a field trip to Safeway) without preceeding and follow-up activities may have little impact on a student's knowledge of the occupations that exist.

Teaching students to recognize functional signs (from a ditto page in the classroom) may become real (generalized into a natural life environment) by having students identify road signs while enroute to a site.

As with any content area, Special Education students need "hands on" experiences as much as possible with learning occurring in small steps from the concrete to the abstract on a repetitive basis. Awareness of the student's learning modes and a good handle on task analysis definately can promote a successful learning environment for the student.

III. *CAREER DEVELOPMENT TEACHING STRATEGIES*

Career development instructional activities can occur any time during the school day however, several learning coordinator teams have found it beneficial to have a separate career education period to ensure curriculum coverage.

PHASE I: utilizes field trips, guest speakers, simulation activities, role play, discussions, games, and multi-media activities as tools to develop skills and gain information.

PHASE II: utilizes shadowings, guest speakers, field trips, Project Discovery kits, and the other techniques outlined above.

PHASE III: utilizes job sampling experiences, occasional field trips and guest speakers, site assignments and projects, student contracts, etc.

PHASE IV: utilizes on-the-job training/work study, student seminars, site assignments, projects, and individual student contracts.

IV. *USING THE COMMUNITY COMPONENTS EFFECTIVELY*

A. *FIELD TRIPS*

There are generally seven field trips scheduled per school year and three business sites seen per field trip. Field trips offer students a way to see the inside "works" of a given business in a more non-threatening group situation. After exploring various occupational clusters in the classroom, the class votes on types of businesses they would like to visit which are representative of occupational clusters currently being studied. Once the group makes field trip choices, specific preparation begins. All the preparation and follow-up activities can give students training in dependability (attendance), responsibility, appropriate behavior while on the bus

and at the business, and of course, further occupational knowledge. A couple of days prior to the field trip, students as a group or individually should brainstorm curiosity and work related questions to ask each of the site hosts. It is suggested that this is done prior to the outing because often while on the field trip students are nervous or too busy absorbing what's going on. Of course impromptu questioning is fantastic and should be promoted. While at the site students will have an opportunity to see a business in operation, meet a few employees, see the work environment, various jobs housed there which make the business operational, and the kinds of services and/or products that business provides to the community. After returning from a field trip or the next day, a group discussion should be held while observations are fresh in the mind. This discussion addresses individual impressions, feelings, likes, dislikes, and any new awareness that occurred as a result of the trip. Students then record personal feelings on the CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEETS.

It is essential to realize that these first encounters with the business community often ease the way for the student who will be expected to meet the employer one-to-one in Phase II. It has been our experience that Phase II students who shy away from shadowing experiences, or are extremely indecisive in making a shadowing request, or terrified of going to the site, are most often those who did not fully attend all the field trips. Please take time to share the importance of active participation to your students.

As you can see, field trips set a foundation from which the student can obtain information first hand, begin to question and sort out preferences, and assist in promoting a greater degree of comfort in being out in a work environment.

B. *SHADOWING EXPERIENCES*

There are generally five shadowings scheduled during the school year. Students usually leave at the end of second period and return by seventh period.

Shadowings offer students a way to experience a more "intimate" introduction to a day at work. After a student has explored and matched jobs of interest to his/her own abilities, needs, and preferences, he/she makes a request and usually is placed at the first choice. The student is paired with an employee, to "shadow" - follow his/her routine. The student observes, asks questions and when possible tries-out various tasks of the job being shadowed. Information sharing about major responsibilities, training required, licensing and certification, any job hazards, career opportunities, negative and positive aspects of the job should occur between the employee and student during the course of the day. This one-to-one student/employee relationship seems to be the most beneficial way to learn about a specific job. Students may often be extremely nervous about the "first time out". If you can give as much personal attention to their individual fears and promote the fact that you know they can do it on a consistent basis, this may curb sudden

absenteeism on the first site experience. From our experience, once a student goes out on one or two site experiences, the initial fear dissapates and shadowings are highly anticipated. Students need guidance in preparing for the shadowing including constant reassurance, guidelines for dressing, lunch arrangements, the name of the Resource Person, bus numbers and where they will be picked up, and what to expect while at the site. The more information they have, the less anxious they'll be. Students also need to know where the teacher will be and that they can count on seeing them while at the job. (Think about your first day of work and this is what the student goes through each time he/she goes out to shadow a job!)

Again, pre and post site activities, and group discussions on their experiences assist the student in assimilating impressions and opinions. The number of shadowing experiences attended by a student can greatly affect how wisely the student uses his/her time in Phase III. Since there are only four job sampling experiences in Phase III, it is extremely beneficial if a student has ruled out those jobs which do not meet any personal needs, abilities, and preferences. Please impress this upon your Phase II students.

C. *GUEST SPEAKERS - PHASE I AND II*

Upon request, guest speakers will come to your class and do a group presentation. The advantage of the guest speaking situation is that it occurs on "home ground", in a familiar environment, so students may feel more comfortable and relaxed. This can facilitate

more questioning and absorbtion of information. Phase I guest speakers are asked to address their business in general and the many types of jobs located there, versus Phase II guest speakers who address their job specifically. Generally guest speaker requests can be made on a monthly basis throughout the school year.

D. JOB SAMPLINGS

Four job samplings are scheduled during Phase III of Project CAST. Each site experience is planned to last 14-15 days, with students leaving school after second period and returning during seventh period. The key to a successful site placement rests upon how well that experience is structured and tied-in with classroom learning.

Pre-site preparations are essential and include researching and comparing a variety of career ideas, choosing an appropriate placement, practicing the application process, and preparing the student for the first day on the job. The more information the student has about the job, the site, and the schedule the more confident he/she will be about going out.

On-site structure is provided by teacher monitoring. The Learning Coordinator works with the employer and the student to help students take advantage of the sites' instructional activities. In addition the Learning Coordinator constantly monitors the student's performance and work behaviors and records this on the site information and attendance sections of the TEACHER MONITORING AND EVALUATION form. Academic or skill-building assignments that relate to the site

or that are needed to succeed at the job are also targeted for each student and an overall summary of the student's performance is given.

Post-site activities allow the teacher to share Resource Person and Teacher Evaluations with the student and require the student to step through a structured Self and Site Evaluation. The Learning Coordinator assists the student in answering questions specific to the site itself, the occupation chosen, his/her own career plans, and his/her own job performance.

Learning Coordinators should plan to spend a few minutes each week in an individual planning or evaluation meeting with the student. Students should be encouraged to accept responsibility for their own career plans, job choice, attendance, behavior, grades, etc. Students should also be given the opportunity to share their experiences, teach each other, and solve site related problems together.

E. ON-THE-JOB TRAINING/WORK STUDY

As seniors, CAST students are given the opportunity to implement the job seeking skills that they learned in Phases I-III. Phase IV students are expected to continue with the job sampling cycle while they actively search for a paid position. Although the student is assisted as much as possible by the Program Coordinator and his/her Learning Coordinator, the ultimate responsibility for finding and keeping a job rests with the student.

Phase IV students work 4-5 days a week for the entire school year. One day per week is usually scheduled as an in-house time where teachers can meet individually with students and students can come together to share experiences and discuss problems.

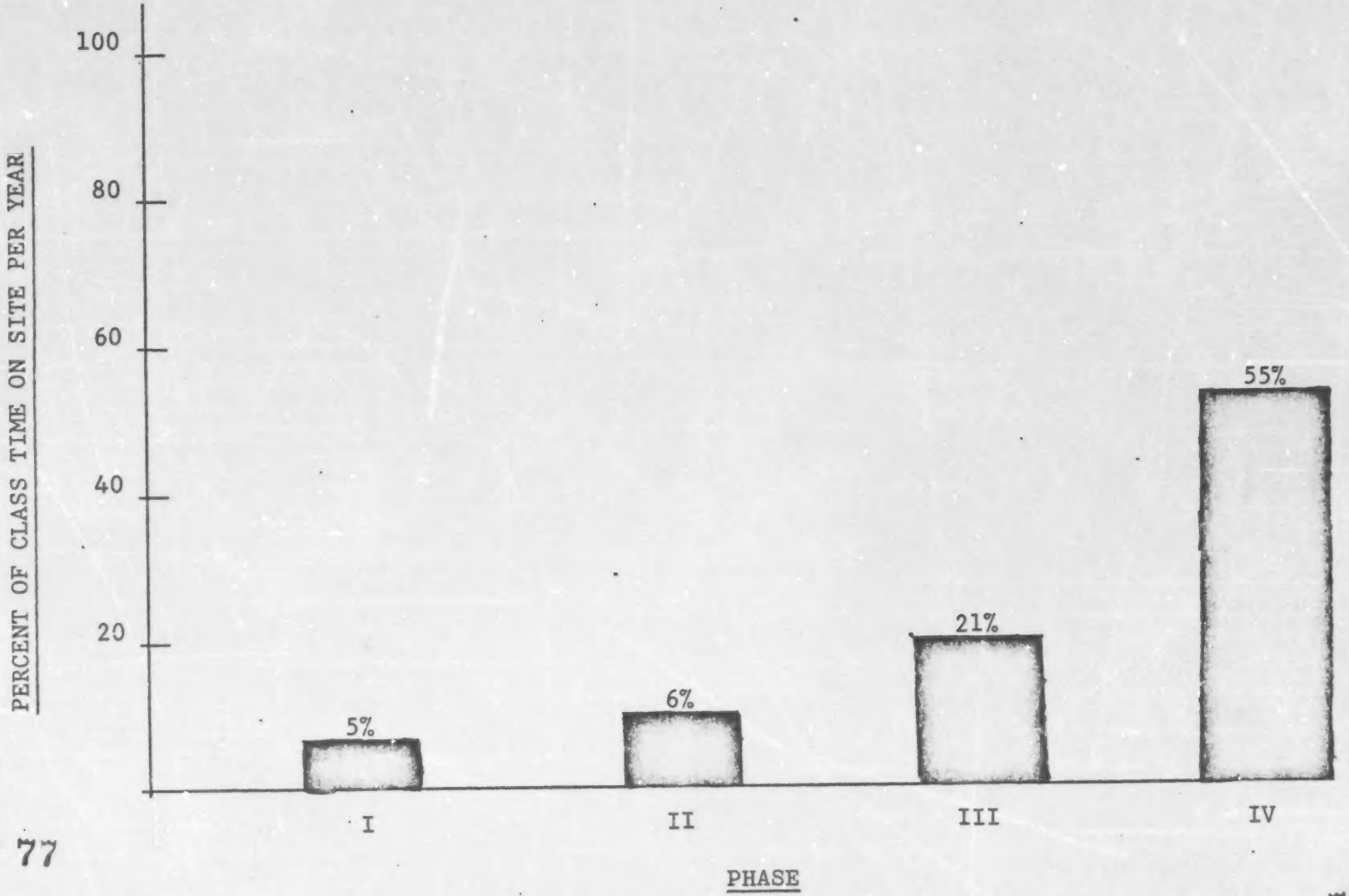
Since the community component now takes up the majority of the student's time, Learning Coordinators should plan the student's in-school time so that he/she sets and accomplishes academic, career, and life oriented goals. The student should be forging a career plan and obtaining the necessary skills, training, and resources to allow him/her to continue independently after graduation. Such things as saving money for school activities, driver's license, transportation and insurance, as well as budgeting, paycheck and tax responsibilities, etc. need to be addressed and followed-up on during the year. Academic skills must also continue to be reinforced with an emphasis on functional and survival reading and math.

Teacher monitoring is done bi-monthly. Resource Person and Teacher Evaluations are shared with the student every grading period, prior to student's stepping through the self-evaluation process. This process should include information specific to the site, the occupation chosen, the student's career plan, and his/her job performance. Life goals should be discussed and updated at this time as well.

PHASES I - IV COMPONENT BREAKDOWN

	PHASE I CAREER AWARENESS	PHASE II CAREER EXPLORATION	PHASE III CAREER INVESTIGATION	PHASE IV ON-THE-JOB TRAINING/WORK STUDY
CLASSROOM COMPONENT	• Student identification of career related abilities, capabilities, needs, interests, and habits. • Student awareness of a variety of occupations. • Student demonstration of school/work attitudes, habits, and behaviors needed in the world of work. FOCUS POINT: Assessment of "ME"	• Student identification of occupations or occupational groups which can meet personal needs, preferences, and capabilities. • Student awareness of the contribution and requirements of specific occupations. • Student development of job acquisition skills. FOCUS POINT: Matching "self" to jobs	• Student selection of an occupation(s) which meets personal priority concerns. • Student identification of specific job characteristics. • Student development of job acquisition and maintenance skills. FOCUS POINT: Selection of jobs of serious interest	• Student development of a long range career plan. • Student demonstration of the tasks, benefits, and career opportunities specific to a job. • Student development of job acquisition, maintenance, and termination skills. FOCUS POINT: Proficiency on the job and establishing a career plan to enact after graduation
COMMUNITY COMPONENT	• Field Trips • Guest Speakers • Class-to-Site Correspondance TAP	• Shadowings • Field Trips • Guest Speakers • Class-to-Site Correspondance • Project Discovery Vocational-Evaluation Battery	• Job Sampling Experiences • Project Discovery ** Occasional participation in field trips and guest speaker events	• On-The-Job Training/Paid Experience Group Seminars

PERCENT OF ANNUAL CLASS TIME SPENT IN COMMUNITY PER PHASE



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SY 82/83

PROJECT CAST

PHASE I: CAREER AWARENESS

COURSE OUTLINE

SY 83/84

PHASE I CAREER AWARENESS

The Phase I Career Awareness course is available to all high school special education Level IV and Level V (as appropriate) students who are enrolled in the Project CAST program. Participants receive elective course credit upon completion.

The course is intended to provide students with information and experiences which facilitate:

- the identification of career related abilities, capabilities, needs, interests, and habits
- an awareness of a variety of occupations
- the development of job acquisition and maintenance skills

The course includes in-classroom study, as well as field trips and guest speaker presentations.

The course topics blend objectives from three areas - self-awareness, occupational knowledge, and job acquisition, maintenance, and termination. The following course topics will be addressed:

- You and Work
- Learning About Occupations
- Role of the Worker
- Understanding Yourself
- Understanding Work Preferences
- Getting Ready to Work
- Planning for Career Exploration

** *Project CAST is located at the F. B. Gwynn Educational Center, Lackey High School, La Plata High School, McDonough High School, and Thomas Stone High School.*

COURSE OUTLINE

** *Please refer to the Project CAST Material Resource Listing to locate additional materials to teach these objectives.*

		ENTERING THE WORLD OF WORK 1983 EDITION	*9 WEEKS*	*TIME*
I.	ORIENTATION		first	2 days
	A. Identify what career education is			
	B. Disseminate student forms to go home			
	C. Describe how Project CAST operates (all four phases)			
	D. Describe teacher expectations and Project CAST expectations (grades, participation on field trips, attendance, behavior)			
	E. Identify specific rules and any responsibilities (bus behavior, lunch, etc.)			
	F. Introduce text and course outline			
	G. Question and answer session			
II.	UNIT 1: YOU AND WORK		first	2 weeks
SA 6	A. The student will identify personal needs and desires which influence career choice.	Chapter 9		
OK 1	B. The student will describe the value of work to our society.	Chapter 1		
OK 2	C. The student will identify and describe reasons why people work.	Chapter 1		

			ENTERING THE WORLD OF WORK 1983 EDITION	*9 WEEKS*	*TIME*
III.	UNIT 2:	LEARNING ABOUT OCCUPATIONS		first & beginning part of second	5 weeks
OK 7	A.	The student will identify the 15 occupational clusters by the type of services each provides.			
OK 8	B.	The student will identify types of businesses and job titles that represent each occupational cluster.			
IK 3	C.	The student will compare job types prevalent in the community and those jobs which can not be found in our community.			
IV.	UNIT 3:	THE ROLE OF THE WORKER		second	8 weeks
OK 4	A.	The student will describe worker roles, tasks, and environments in various occupations.			
OK 5	B.	The student will identify abilities which are essential to successful performance in specified occupations.			
JAMT 6	C.	The student will identify general characteristics that employers seek in a job applicant.			
OK 6	D.	The student will describe the importance of several occupations (worker's roles) with regard to an organization's operation.			

			ENTERING THE WORLD OF WORK 1983 EDITION	*9 WEEKS*	*TIME*
V.	UNIT 4:	UNDERSTANDING YOURSELF		third	8 weeks
SA 4	A.	The student will identify personal strengths, weaknesses, interests, and capabilities.	Chapter 9		
SA 2	B.	The student will identify personal habits which relate to responsibility.	Chapter 9		
JAMT 1	C.	The student will describe the effects of personal habits, behaviors, and attitudes on self and others.	Chapter 7		
JAMT 2	D.	The student will identify appropriate and inappropriate behaviors related to the school setting.			
JAMT 3	E.	The student will demonstrate acceptable work habits, behaviors, and attitudes in the school setting. Examples: 1. punctuality 2. attendance 3. positive response to directions and instructions 4. relating to peers and authority 5. demonstrating pride in accomplishments			
JAMT 4	F.	The student will demonstrate willingness to accept responsibility for his/her actions.			
JAMT 5	G.	The student will demonstrate the ability to plan work, to carry out a plan, and to evaluate its effectiveness.			

		ENTERING THE WORLD OF WORK 1983 EDITION	9 WEEKS	TIME
VI.	UNIT 5: UNDERSTANDING WORK PREFERENCES		fourth	4 weeks
SA 3	A. The student will identify career related interests.	Chapter 9		
SA 1	B. The student will describe the physical conditions in which he/she prefers to work.	Chapter 9		
SA 5	C. The student will list his/her career-related abilities and skills.	Chapter 9		
VII.	UNIT 6: GETTING READY TO WORK		fourth	8 weeks
JAMT 10	A. The student will identify job seeking sources.	Chapter 2		
JAMT 7	B. The student will complete a personal data sheet.			
JAMT 8	C. The student will interview a school, community, or family member to gain information concerning a selected topic, such as: their job.			
JAMT 9	D. The student will respond to questions posed in an interview situation.			
VIII.	REVIEW OF THE YEAR		fourth	1-2 weeks
	A. Student will participate in activities or projects which assist the student in assimilating the instruction and experiences he/she has had throughout the course.			

	ENTERING THE WORLD OF WORK 1983 EDITION	*9 WEEKS*	*TIME*
IX. PLANNING FOR CAREER EXPLORATION A. The student will receive information on Phase II and have a Phase II student speaker to address concerns and expectations. B. The student will make a tentative outline of job choices for shadowings, including preferred work environments and reasons for his/her job preferences.		fourth	1-2 days
X. SUMMER EMPLOYMENT AND LEISURE A. The student will explore strategies to locate or create summer volunteer and paid jobs. B. The student will explore summer leisure activities and ways to access these.		fourth	1 week
XI. END OF THE YEAR WRAP-UP A. Students will complete Student Surveys and Career Knowledge and Preference Information Sheets. B. The student will discuss, in a group seminar, format, feelings, future plans or goals, new learning, etc. that has occurred as a result of participation in the course.		fourth	1-3 days
PHASE I - Entering the World of Work - Chapter's Used: 1, 2, 7, 9, 16			

COURSE TIMELINE FOR PHASE I CAREER AWARENESS

MONTH/DATE	STUDENT	TEACHER
SEPTEMBER 1-6 SEPTEMBER 7-13	Student orientation to CAST SPIB testing and Woodcock/Johnson testing (W/J testing throughout September)	* Start CAST folders; Check ARD folders for IEP, Part 1 Project CAST goal; Confirm CAST class lists; Send home student packets (Information. forms, Release forms, Permission to Test forms); Start Data Sheets
SEPTEMBER 14-16 SEPTEMBER 19-23	UNIT 1: YOU AND WORK - Class selects field trip sites # 1	* Send in to CAST Office the above forms, your confirmed class list, and Field Trip Request # 1
SEPTEMBER 26-30 OCTOBER 3-7	UNIT 2: LEARNING ABOUT OCCUPATIONS	* October 5, 8:30 a.m. - 2:45 p.m. - Learning Coordinator Staff Meeting at Pomonkey Annex
OCTOBER 10-14	Prepare for field trip/Field Trip Experience # 1 - Students complete Career Knowledge and Preference Information Sheet on Field Trip # 1	* Complete Field Trip # 1 Learning Coordinator Evaluation form and send to CAST Office the week of October 17th * File the Career Knowledge and Preference Information Sheets in each student's CAST folder
OCTOBER 17-21	CCDI-I Pre-testing - Class selects field trip sites # 2	* Conduct testing mid-week; Score and record on Data Sheets; file tests in each student's CAST folder * Send in to CAST Office the Field Trip Requests # 2
OCTOBER 24-28 NOVEMBER 1-3	Prepare for Field Trip Experience # 2	* Conduct site research, go over bus behavior, where to meet bus, lunch, etc.
NOVEMBER 7-11	Field Trip Experience # 2 - Students complete Career Knowledge and Preference Information Sheet on Field Trip # 2	* Refer to your timeline for exact date of trip. You ride the bus with your students. * Complete the LC Field Trip Evaluation form and send to CAST Office the week of November 14th. * File the CK&PI Sheet in each student's CAST folder.

COURSE TIMELINE FOR PHASE I CAREER AWARENESS

MONTH/DATE	STUDENT	TEACHER
NOVEMBER 14-18	Class selects field trip sites # 3 UNIT 3: THE ROLE OF THE WORKER	* Send to CAST Office the Field Trip Request # 3
NOVEMBER 21-23 NOVEMBER 28-30 DECEMBER 1-2 DECEMBER 5-9 DECEMBER 12-16 DECEMBER 19-21	UNIT 3: THE ROLE OF THE WORKER (continues)	
JANUARY 3-6	UNIT 4: UNDERSTANDING YOURSELF	
JANUARY 9-13	Prepare for field trip - Field Trip Experience # 3 - Students complete CK&PI Sheet on field trip # 3	* January 11, 8:30 a.m. - 2:45 p.m. - Learning Coordinator Staff Meeting at Pomonkey Annex * LC complete Field Trip Evaluation form # 3 and send to CAST Office the week of January 16th. * File the CK&PI Sheets in each student's folder.
JANUARY 16-20 JANUARY 23-27 JANUARY 30-31	Class selects field trip sites # 4	* Send to CAST Office Field Trip Request # 4
FEBRUARY 1-3	UNIT 4: UNDERSTANDING YOURSELF (continues)	
FEBRUARY 6-10	Prepare for field trip/Field Trip # 4 - Students complete CK&PI Sheet on field trip # 4	* Field Trip # 4 - Complete LC Field Trip Evaluation form # 4 and send to CAST Office the week of the 13th * File CK&PI Sheets in each student's CAST folder
FEBRUARY 13-17	Class selects field trip sites # 5	* Send to CAST Office Field Trip Request # 5

COURSE TIMELINE FOR PHASE I CAREER AWARENESS

MONTH/DATE	STUDENT	TEACHER
FEBRUARY 21-24 FEBRUARY 27-29 MARCH 1-2	UNIT 5: UNDERSTANDING WORK PREFERENCES	
MARCH 5-9	Prepare for field trip/Field Trip Experience # 5 - Students complete CK&PI Sheet on field trip # 5	* Field Trip # 5 - Complete LC Field Trip Evaluation form # 5 and send to CAST Office the week of March 12th * File CK&PI Sheets in each student's CAST folder
MARCH 12-16 MARCH 19-23	Class selects field trip sites # 6 - CCDI-I post-testing	* Send to CAST Office Field Trip Request # 6 * Complete CCDI-I scoring, record scores on student's Data Sheet, and file Data Sheet in each student's CAST folder
MARCH 27-30 APRIL 2-6	UNIT 6: GETTING READY TO WORK	* April 4, 8:30 a.m. - 2:45 p.m. - Learning Coordinator Staff Meeting at Pomonkey Annex
APRIL 9-13	Prepare for field trip/Field Trip # 6 - Students complete CK&PI Sheet on Field Trip # 6	* Field Trip # 6 - Complete LC Field Trip # 6 Evaluation form and send to CAST Office the week of April 16th
APRIL 16-19 APRIL 24/27-30 MAY 1-4 MAY 7-11	Class selects field trip # 7 sites	* Send to CAST Office Field Trip Request # 7 * CAST Awards Ceremony sometime in May.
MAY 14-18	Prepare for field trip/Field Trip # 7 - Students complete CK&PI Sheet on Field Trip # 7	* Field Trip # 7 - Complete LC Field Trip # 7 Evaluation form and send to CAST Office the week of May 21st * File CK&PI Sheet in each student's CAST folder

COURSE TIMELINE FOR PHASE I CAREER AWARENESS

MONTH/DATE	STUDENT	TEACHER
MAY 21-25 MAY 29-31	Review of the Year Students complete CAST Student Survey form - Student speakers from Phase II and Question/Answer sessions	* Review key points * Arrange with Phase II Learning Coordinator to have students speak about Phase II to your Phase I group
JUNE 1 - 4-8	Planning for Phase II	* Learning Coordinator send to CAST Office: ALL CCDI-I pre and post test Student Score Worksheets; ALL CK&PI Sheets; ALL Data Sheets; ALL Student Survey forms; ALL CAST instructional materials
JUNE 11-13	Seminar: Summer Leisure and Paid/Non Paid Employment	*** Learning Coordinator call Program Coordinator for ARD phase placement decisions on each Phase I student for School Year 84/85 and to check out with CAST Office that we have received ALL items from you

PROJECT CAST

PHASE II: CAREER EXPLORATION

COURSE OUTLINE

PHASE II CAREER EXPLORATION

The Phase II course is available to all high school special education Level IV and Level V (as appropriate) students who are enrolled in the Project CAST program. Students receive elective credit upon completion of the course. Participants are generally 10th graders or 15-16 years in age. Due to the nature of the course objectives being developmental and sequential, each course becomes prerequisite for the subsequent course. Therefore, it is recommended that students move to Phase II after having some experiences in the Phase I Career Awareness course. Given that we are dealing with special education students, flexibility is necessary in order to meet the needs of each student. Please contact the CAST Office when a student is being considered for Phase II without previous Phase I experiences.

The course is intended to provide students with information and experiences which facilitate:

- comparing occupations or occupational groups in terms of individual needs, preferences, and capabilities
- understanding the various contributions and requirements of specific occupations
- the development of job acquisition, maintenance, and termination skills

The course includes in-classroom study, as well as shadowings, guest speakers, and occasional field trips. The course topics blend objectives from three areas - self awareness, occupational knowledge, and job acquisition, maintenance, and termination skills.

The course objectives are sometimes addressed as individual units or are set up as a cycle. Each cycle encompasses a shadowing experience, pre-site research objectives, and post-site follow up objectives. The cycle objectives are studied in direct relation to

the three shadowing choices an individual requests. Therefore, during pre-site research, most students will be doing individual research activities designed by the teacher. During site follow up activities, group discussions and sharing individual projects should take place.

The following course topics will be addressed:

- Orientation to CAST Phase II
- Phase I Review
- Social Security Forms
- First Days on the Job
- Process for Job Seeking
- Resources for Job Seeking
- Purpose of Job Interviews
- Attire for Job Interviews
- Planning for Phase III
- Summer Paid/Non-Paid Employment and Leisure
- + 5 Activity Cycles

** *Project CAST is located at the F. B. Gwynn Educational Center and Lackey, La Plata, McDonough, and Thomas Stone High Schools.*

COURSE OUTLINE

** *Please refer to the Project CAST Material Resource Listing to locate additional materials.*

	ENTERING THE WORLD OF WORK 1983 EDITION	*9 WEEKS*	*TIME*
I. ORIENTATION A. Identify what career exploration is B. Disseminate student forms to go home C. Describe Phase II - how it operates D. Address common fears when going out to the community and reassure the students E. Describe teacher expectations and Project CAST expectations (grades, attendance, behavior) F. Identify specific rules and responsibilities (bus behavior, lunch, and on site rules) G. Reintroduce text and introduce course outline H. Question and Answer session		first	1-2 days
II. REVIEW PHASE I/SOCIAL SECURITY FORMS A. Review major components of Phase I, the 15 occupational clusters, personal interests, abilities, etc.		first	1 week

		ENTERING THE WORLD OF WORK 1983 EDITION	*9 WEEKS*	*TIME*
II.	REVIEW PHASE I/SOCIAL SECURITY FORMS (continued)			
JAMT 9	B. The student will obtain a social security card.			
III.	UNIT 1: FIRST DAYS ON THE JOB	Chapter 5	first	3 weeks
JAMT 7	A. The student will cite general behaviors, attitudes, and habits essential to successful job acquisition, maintenance, and termination.			
SA 4	B. The student will describe the kinds of benefits desired from a job.	Chapter 2		
IV.	CYCLE # 1 - INDIVIDUAL STUDENT SITE SELECTIONS - PRE-SITE RESEARCH (relate objectives to each students site choices)		first	2 weeks
SA 1	A. The student will compare occupations in terms of preferred work characteristics and conditions.	Chapter 11		
SA 2	B. The student will compare occupations in terms of personal interests, needs, abilities, and capabilities.	Chapter 11		
OK 1	C. The student will identify and describe the requirements and conditions of selected occupations, including: a. work settings b. skills needed c. training requirements			

		ENTERING THE WORLD OF WORK 1983 EDITION	9 WEEKS	TIME
IV.	CYCLE # 1 - INDIVIDUAL STUDENT SITE SELECTIONS - PRE-SITE RESEARCH (continued)			
	C. d. qualifications (in addition to training) such as: experience, age, licensure, and union membership			
	e. dress			
	f. tasks and tools			
	g. salary			
	h. benefits			
OK 6	D. The student will identify and use a variety of resources to gain occupational information.			
JAMT 1	E. The student will identify the types of institutions and organizations which offer occupational training.	Chapter 11		
	SITE EXPERIENCES/STUDENT COMPLETION OF CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEET		first	1-2 days of shadowing per school
	POST-SITE FOLLOW UP (relate objectives to the job site the student went to)		second	3 weeks
JAMT 4	A. The student will complete brief applications for employment.	Chapter 3		
OK 2	B. The student will list the different types of organizations in which his/her specific occupation may be found (for example: nurse's aides may work in hospitals, nursing homes, etc.).			

		ENTERING THE WORLD OF WORK 1983 EDITION	9 WEEKS	TIME
	POST SITE FOLLOW UP (continued)			
OK 3	C. The student will compare his/her specific occupation in different settings to determine variance in the worker's roles.			
OK 4	D. The student will describe the contributions of his/her occupation to society.			
OK 5	E. The student will identify alternatives to paid employment in relation to his/her job site.			
OK 1	F. Each student shares with the class his/her job site in terms of the requirements and conditions of that job: a. work setting b. skills needed c. training requirements d. qualifications in addition to training e. dress f. tasks and tools g. salary h. benefits			
SA 1	G. The student will look at his/her site experience in terms of preferred work characteristics and conditions.	Chapter 11		
SA 2	H. The student will look at his/her site experience in terms of meeting personal interests, needs, abilities, and capabilities.	Chapter 11		

		ENTERING THE WORLD OF WORK 1983 EDITION	9 WEEKS	TIME
V.	CYCLE # 2 - INDIVIDUAL STUDENT SITE SELECTIONS - PRE-SITE RESEARCH (relate objectives to student site choices)		second	2 weeks
SA 1	A. The student will compare occupations . . .	Chapter 11		
SA 2	B. The student will compare occupations . . .	Chapter 11		
OK 1	C. The student will identify and describe . . .			
OK 6	D. The student will identify and use . . .			
JAMT 1	E. The student will identify the types of . . .	Chapter 11		
	SITE EXPERIENCES/STUDENT COMPLETION OF CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEETS		second	1-2 days of shadowing per school
	POST SITE FOLLOW-UP (relate objectives to the job site the student went to)		second	2 weeks
JAMT 4	A. The student will complete brief . . .	Chapter 3		
OK 2	B. The student will list the different . . .			
OK 3	C. The student will compare specific . . .			
OK 4	D. The student will describe the contributions . . .			
OK 5	E. The student will identify alternatives . . .			
OK 1	F. Each student shares with the class . . .			

			ENTERING THE WORLD OF WORK 1983 EDITION	9 WEEKS	TIME
V.		POST SITE FOLLOW-UP (continued)			
SA 1	G.	The student will look at his/her site . . .	Chapter 11		
SA 2	H.	The student will look at his/her site . . .	Chapter 11		
VI.		UNIT 2: PROCESS FOR JOB SEEKING		second	3 weeks
JAMT 2	A.	The student will describe a process for job seeking.	Chapter 2		
JAMT 8	B.	The student will identify reasons why people change jobs (voluntary and involuntary).			
SA 3	C.	The student will describe preferred work locations (e.g., urban versus rural, close to home, etc.)			
VII.		CYCLE # 3 - FIELD TRIP SELECTION - PRE-FIELD TRIP RESEARCH		third	1 week
SA 1	A.	The student will compare occupations. . .	Chapter 11		
SA 2	B.	The student will compare occupations. . .	Chapter 11		
OK 1	C.	The student will identify and describe . . .			
OK 6	D.	The student will identify and use . . .			

		ENTERING THE WORLD OF WORK 1983 EDITION	9 WEEKS	TIME
VII.	(continued)			
	FIELD TRIPS - STUDENTS COMPLETE CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEETS		third	1 day
	POST FIELD TRIP FOLLOW-UP		third	1 week
OK 2	B. The student will list the different . . .			
OK 3	C. The student will compare specific . . .			
OK 4	D. The student will describe the contributions . . .			
VIII.	CYCLE # 4 - INDIVIDUAL STUDENT SITE SELECTIONS - PRE-SITE RESEARCH (relate objectives to student site choices)		third	3 weeks
SA 1	A. The student will compare occupations . . .	Chapter 11		
SA 2	B. The student will compare occupations . . .	Chapter 11		
OK 1	C. The student will identify and describe . . .			
OK 6	D. The student will identify and use . . .			
JAMT 1	E. The student will identify the types . . .	Chapter 11		
	SITE EXPERIENCES/STUDENT COMPLETION OF CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEETS		third	1-2 days of shadowing per school

			ENTERING THE WORLD OF WORK 1983 EDITION	*9 WEEKS*	*TIME*
VIII.	(continued)				
	POST SITE FOLLOW-UP (relate objectives to the job site the student went to)			third	2 weeks
JAMT 4	A.	The student will complete brief . . .	Chapter 3		
OK 2	B.	The student will list the different . . .			
OK 3	C.	The student will compare specific . . .			
OK 4	D.	The student will describe the contributions . . .			
OK 5	E.	The student will identify alternatives . . .			
OK 1	F.	Each student shares with the class . . .			
SA 1	G.	The student will look at his/her site . . .	Chapter 11		
SA 2	H.	The student will look at his/her site . . .	Chapter 11		
IX.	UNIT 3: RESOURCES FOR JOB SEEKING			third	4 weeks
JAMT 3	A.	The student will identify and describe how to use a variety of resources to find a job.	Chapter 2		

			ENTERING THE WORLD OF WORK 1983 EDITION	9 WEEKS	TIME
	X.	CYCLE # 5 - INDIVIDUAL STUDENT SITE SELECTIONS - PRE-SITE RESEARCH (relate objectives to student site choices)		fourth	2 weeks
SA 1	A.	The student will compare occupations . . .	Chapter 11		
SA 2	B.	The student will compare occupations . . .	Chapter 11		
OK 1	C.	The student will identify and describe . . .			
OK 6	D.	The student will identify and use . . .			
JAMT 1	E.	The student will identify the types . . .	Chapter 11		
		SITE EXPERIENCES/STUDENT COMPLETION OF CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEETS		fourth	1-2 days of shadowing per school
		POST-SITE FOLLOW UP (relate objectives to the job site the student went to)			2 weeks
JAMT 4	A.	The student will complete brief . . .	Chapter 3		
OK 2	B.	The student will list the different . . .			
OK 3	C.	The student will compare specific . . .			
OK 4	D.	The student will describe the contributions . . .			
OK 5	E.	The student will identify alternatives . . .			

			ENTERING THE WORLD OF WORK 1983 EDITION	*9 WEEKS*	*TIME*
X.	(continued)				
OK 1	F.	Each student shares with the class his/her . . .			
SA 1	G.	The student will look at his/her site . . .	Chapter 11		
SA 2	H.	The student will look at his/her site . . .	Chapter 11		
XI.	UNIT 4:	PURPOSE OF AND ATTIRE FOR JOB INTERVIEWS		fourth	2 weeks
JAMT 5	A.	The student will describe generally accepted attire for a job interview.	Chapter 4		
JAMT 6	B.	The student will describe the purpose of a job interview, illustrating both the benefits to the employer and applicant.	Chapter 4		
XII.	PLANNING FOR SUMMER JOBS AND PHASE III EXPERIENCES			fourth	3 days (review)
	A.	Discuss volunteer, paid, non-paid (babysitting, walking dogs, or lawn-mowing . . .) jobs.			
	B.	Review steps to locate summer or temporary jobs.			
	C.	Have Phase III student speakers talk to students			
	D.	List site choices for Phase III and discuss why the student chose them. Record on Data Sheets.			

	ENTERING THE WORLD OF WORK 1983 EDITION	*9 WEEKS*	*TIME*
XII. (continued) E. Complete Student Survey forms and Career Knowledge and Preference Information Sheets (that require students filling it out)			
PHASE II ENTERING THE WORLD OF WORK	CHAPTERS USED: 2, 3, 4, 5, 11, 14, and 15		

COURSE TIMELINE FOR PHASE II CAREER EXPLORATION

(for Level IV CAST high school programs)

MONTH/DATE	STUDENT	TEACHER
SEPTEMBER 1-6	Student orientation to Phase II	* Check CAST folders for Release form - Send home student packets (Permission to Test form and Information/Medical form) - Confirm class list
SEPTEMBER 7-13	Review Phase I - Social Security Form	
SEPTEMBER 14-16	UNIT 1: FIRST DAYS ON THE JOB	* Send above information to CAST Office with VIS money
SEPTEMBER 19-23		
SEPTEMBER 26-30	UNIT 1 - Site selections # 1	* Send shadowing request # 1 to CAST Office.
	CYCLE # 1 BEGINS	
OCTOBER 3-7	Pre-Site Research	* October 5, 8:30 a.m. - 2:45 p.m. - Learning Coordinator Staff Meeting, Pomonkey Annex
OCTOBER 10-14	CCDI-II Pre-test	* Record scores on Data Sheets and file
OCTOBER 17-21	Site Experience # 1	* Shadowing # 1 - Learning Coordinator completes student shadowing site evaluation and send to CAST Office
OCTOBER 24-28/31	Post-Site Follow Up	* Students complete CK&PI Sheet and file in their CAST folders
NOVEMBER 1-3	Site selections # 2	* Send shadowing request # 2 to CAST Office and LC shadowing evaluation form # 1.
NOVEMBER 7-11	Cycle # 1 ENDS	
NOVEMBER 14-18	Cycle # 2 BEGINS	
NOVEMBER 21-23	Pre-Site Research	
NOVEMBER 28-30		
DECEMBER 1-2	Site Experiences # 2 - Students complete CK&PI Sheets	* Shadowing # 2 - LC completes student shadowing site evaluation forms and sends them to CAST Office
DECEMBER 5-9	Post-Site Follow Up	* File CK&PI Sheets in students CAST folders
DECEMBER 12-16	Cycle # 2 ENDS	* Send field trip request # 1 to CAST Office.

COURSE TIMELINE FOR PHASE II CAREER EXPLORATION

(for Level IV CAST high school programs)

MONTH/DATE	STUDENT	TEACHER
DECEMBER 19-21 JANUARY 3-6 JANUARY 9-13	UNIT 2: PROCESS FOR JOB SEEKING	* January 11 - 8:30 a.m. - 2:45 p.m., Learning Coordinator Staff Meeting, Pomonkey Annex
JANUARY 16-20 JANUARY 25- 27 JANUARY 30-31 FEBRUARY 1-3	Cycle # 3 BEGINS Pre Field Trip Group Research Field Trip Experiences # 1 Post Field Trip Follow Up Cycle # 3 ENDS	* Field Trip - LC completes Field Trip Evaluation form and sends it to CAST Office
FEBRUARY 6-10 FEBRUARY 13-17 FEBRUARY 21-24 FEBRUARY 27-29 MARCH 1-2 MARCH 5-9 MARCH 12-16	CYCLE # 4 BEGINS Site selections # 4 Pre-Site Research Site Experience # 4 - Students complete CK&PI Sheets Post-Site Follow Up Cycle # 4 ENDS	* Shadowing Request # 3 * Shadowing # 3 - LC completes student site evaluation form and sends it in to CAST Office this week * File CK&PI Sheets in student's CAST folders
MARCH 19-23	CCDI-II Post-testing	* Record student scores on Data Sheets and file in student's CAST folders

COURSE TIMELINE FOR PHASE II CAREER EXPLORATION
(for Level IV CAST high school programs)

MONTH/DATE	STUDENT	TEACHER
MARCH 27-30	UNIT 3: RESOURCES FOR JOB SEEKING	
APRIL 2-6	Site selections # 5	* April 4, 8:30 a.m. - 2:45 p.m., Learning Coordinator Staff Meeting, Pomonkey Annex
APRIL 9-13		* Send shadowing request # 4 to CAST Office
APRIL 16-19		
APRIL 24-27	Cycle # 5 BEGINS	
APRIL 30	Pre-Site Research	
MAY 1-4		
MAY 7-11	Site Experience # 5 - Students complete CK&PI Sheets	* Shadowing # 4 - Learning Coordinator completes shadowing site student evaluations and sends them in to CAST Office
MAY 14-18	Post-Site Follow Up	* File CK&PI Sheets in students CAST folder
MAY 21-25	Cycle # 5 ENDS	
MAY 29-31	UNIT 4: PURPOSE OF INTERVIEWS / ATTIRE FOR INTERVIEWS	* Learning Coordinator sends in to CAST Office: ALL Student Survey forms, ALL CCDI-II Pre and Post Student Score Worksheets, ALL Career Knowledge and Preference Information Sheets, ALL Data Sheets, ALL CAST Instructional Materials
JUNE 1		
JUNE 4-8	Students complete CK&PI Sheets and Student Survey forms	* Learning Coordinator contacts Program Coordinator to confirm each student's ARD phase placement for SY 84-85 and to check out if all materials/forms have been returned
JUNE 11-13	Planning for Summer Jobs and Phase III	

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COURSE TIMELINE FOR PHASE II CAREER EXPLORATION

(for Level V CAST programming)

* Note that the suggested pace of this course obviously is flexible and remember that many of the unit objectives which are part of Phase II are developmental and as such are taught again in Phase III as well.

MONTH/DATE	STUDENT	TEACHER
SEPTEMBER 1-6	Orientation to Phase II	* Complete class lists * Send home Information/Medical form
SEPTEMBER 7-13 SEPTEMBER 14-16	Review of Phase I - Social Security Form	* Collect and send to CAST Office VIS money, Information/Medical forms, and confirmed class list
SEPTEMBER 19-23 SEPTEMBER 26-30 OCTOBER 3-7	UNIT 1: FIRST DAYS ON THE JOB Site selections # 1	* Help students make shadowing requests # 1 and send to CAST Office
OCTOBER 10-14	CCDI-II Pre-test	* Complete testing, record scores on Data Sheets, and file in student's CAST folders
OCTOBER 17-21 OCTOBER 24-28	Cycle # 1 BEGINS Pre-Site Research	* Learning Coordinator visit confirmed sites and do ecological survey
OCTOBER 31 NOVEMBER 1-3 NOVEMBER 7-11 NOVEMBER 14-18	Site Experiences # 1	* One week site per students Day 1 - Trainer all day Day 2 - Trainer ½ day Day 3 - Trainer walk in and check back Day 4 - No trainer Day 5 - Trainer and RP eval
NOVEMBER 21-23 NOVEMBER 28-30	Post-Site Follow Up - Site selections # 2	* Help students make shadowing requests # 2 and send to CAST Office along with LC evaluation form from site # 1 * Students complete CK&PI Sheet, file in CAST folders

COURSE TIMELINE FOR PHASE II CAREER EXPLORATION

(for Level V CAST programming)

MONTH/DATE	STUDENT	TEACHER
DECEMBER 1-2	UNIT 2: PROCESS FOR JOB SEEKING	
DECEMBER 5-9		
DECEMBER 12-16		
DECEMBER 19-21		
JANUARY 3-6	Cycle # 2 BEGINS - Pre-Site Research	
JANUARY 9-13		
JANUARY 16-20	Site Experiences # 2	* Shadowings # 2
JANUARY 25-27	UNIT 3: RESOURCES FOR JOB SEEKING	
JANUARY 30-31		
FEBRUARY 1-3	Site selections # 3	* Help students make shadowing requests # 3 and send in to CAST Office
FEBRUARY 6-10		* Students complete CK&PI Sheets and file in student's CAST folders
FEBRUARY 13-17	Post-Site Follow Up	* Complete LC evaluation of shadowing # 2 and send to CAST Office
FEBRUARY 21-24	Cycle # 2 ENDS	
FEBRUARY 27-29	Cycle # 3 BEGINS - Pre-Site Research	
MARCH 1-2		
MARCH 5-9	Site Experiences # 3	* Shadowings # 3
MARCH 12-16	UNIT 4-A: PURPOSE OF JOB INTERVIEWS	
MARCH 19-23	Site selections # 4	* Help students make shadowing requests # 4 and send in to the CAST Office
MARCH 27-30	Post-Site Follow Up	* Students complete CK&PI Sheets and file in student's CAST folders
APRIL 2-6	Cycle # 3 ENDS	* Complete and send LC shadowing evaluation to CAST

COURSE TIMELINE FOR PHASE II CAREER EXPLORATION

(for Level V CAST programming)

MONTH/DATE	STUDENT	TEACHER
APRIL 9-13	CCDI-II Post-testing	* Complete testing, record scores on Data Sheets, and file in student's CAST folders
APRIL 16-19	Cycle # 4 BEGINS - Pre-Site Research	
APRIL 24-27		
APRIL 30	Site experiences # 4	* Shadowings # 4
MAY 1-4	UNIT 4-B: ATTIRE FOR JOB INTERVIEWS	* Students complete CK&PI Sheets and file in student's CAST folder
MAY 7-11		
MAY 14-18		* Complete and send to CAST Office the LC shadowing evaluation form # 4
MAY 21-25	Post-Site Follow Up	
MAY 29-31	Cycle # 4 ENDS - Students complete the Student Survey	
JUNE 1	Planning for Summer (Jobs, Volunteer, and Leisure) and Planning for Phase III or Phase II, second year	
JUNE 4-8		
JUNE 11-13 (½ days)	Students complete CK&PI Sheets	* Send to CAST Office ALL Career Knowledge and Preference Information Sheets, Student Surveys, CCDI-II Pre and Post Test Student sheets, Data Sheets, and ALL CAST Instructional Materials * Call Phase I/II Program Coordinator to confirm SY 84/85 phase placments

FORMS

PHASE	CLASS FORMS CHECKLIST	PAGE
I	These checklists have been designed as management tools for Learning Coordinators and Program Coordinators. The Learning Coordinator can use this checklist to keep track of the forms and things to be done throughout the year. Each checklist has been divided into three sections. The sections deal with things to be done before the first site, during the sites, and at the end of the year. This arrangement not only keeps track of what has already been done but it also reminds the Learning Coordinator of the next task to do.	123
II		124
III		125
IV		126

Although we recommend that Learning Coordinators use the checklists, they are optional and are not turned in or checked by the CAST Office.

PHASE	RELEASE	PAGE
I-IV	The RELEASE form gives parental permission to enter the program. The parent must check off each of the four items that they are giving permission for. If an item is not checked, the parent has not given permission. Items include participation in CAST activities, photographing the child, use of assessment data, and transportation and medical treatment in case of emergency. The parent should also fill in the name and phone number of the child's physician, then sign	127

and date the form. One Release should be signed when the child enters CAST and will remain in effect as long as the child is in CAST. The teacher should check for this form at the beginning of each year.

PHASE	PARENTAL CONSENT FOR EDUCATIONAL ASSESSMENT (Permission to Test Form)	PAGE
I and III	To conduct standardized testing in Project CAST, such as the SPIB and Woodcock/Johnson, signed parent consent is required prior to testing. We use the county special education permission to test form. Please identify on the form the tests by name, send home for parent signature, and file the signed consent form in your records. Testing occurs in early Fall for Phase I students and early Spring for Phase III students.	129

PHASE	INFORMATION SHEETS	PAGE
I	An INFORMATION SHEET should be completed each year so that the CAST Office has up-to-date information regarding the student. This information is used in emergency situations as well, so it is vital to complete all information requested accurately.	130
II-IV	In Phases II, III, and IV the parent must complete and sign a HEALTH/MEDICAL INFORMATION SHEET each year. The parent should indicate any physical or health limitations that would affect the student's job placement or performance, then sign and date the form.	131

DATA SHEETS

The DATA SHEETS are a one page summary of the student's year in CAST. These sheets should be updated throughout the year (after each site) and turned in to the Project CAST Office completed in June. (See timeline)

PHASE *I*

PAGE 135

In Section I when listing field trips attended, please bracket the sites seen on a given trip so that it is easy to determine exactly how many field trips that student went on. Sections II and III are to be answered by directly asking the student the information. In the Assessment Data Section, there are additional pieces of information that we are requesting for you to write-in. In addition to the SPIB total percentage score and the CAST Inventory rating scores, please write in the individual grade equivalent scores on the Woodcock/ Johnson in the areas of Reading, Math, and Written Language. Under the Check-Off Section, VEU (Vocational Evaluation Unit) testing, what we are recommending for our 9th graders is the TAP (Talent Assessment Program). Please record the date the student participated in TAP testing. Under "Other" in the Check-Off Section, please fill in the following attendance information for the school year: total excused and total unexcused absences. The Data Sheet is extensively used by the CAST Program Coordinators and the Learning Coordinators as a summary of the student's experiences in the program.

The student receives a copy as he/she exits CAST as a reference on work related experiences. An incomplete Data Sheet is of little use, so it is vital to keep this summary tool updated and complete.

PHASE		*PAGE*
II	In Section I of the Phase II DATA SHEET please identify any field trips the student attended in addition to the shadowing and guest speaker events. As in the Phase I Data Sheet, Sections II and III are very important and the student needs to give you the information. ** On the "old" Data Sheet, Phase I and II are combined on one form. If you have Phase II students listed on this old form, you will need to write in all assessment data, VEU test dates, and attendance information at the very bottom of the form! For Phase II the assessment data would include the CAST Inventory and any interest inventories given. The regular Vocational Evaluation battery is recommended for our 10th graders. List the date the student completed the battery. Attendance information is the same as requested in Phase I, total excused and total unexcused absences.	136

** The new Data Sheets have a separate form for Phase I and Phase II, thus making it easier to use and review, and there is an assessment section on each of the two forms.

PHASE		PAGE
III	For each site that the student attends, the Learning Coordinator should record on the DATA SHEET the occupation, name of the site, and a one word evaluation (such as excellent, good, adequate, needs improvement, poor, unsatisfactory, etc.) that summarizes the opinions of the Resource Person - Teacher - and Student. Beside "Would Hire", the Learning Coordinator should write in the word "yes" or "no". The dates are important because it gives a record of the length of the site. Although not asked for on the form, the Learning Coordinator should also mark any attendance problems and any standardized test data in Reading, Math, and Written Language.	137

PHASE		PAGE
IV	Paid experiences should be listed, at the bottom of the DATA SHEET, under the On-The-Job Training/Work Study Section. Any additional Phase III site experiences for Phase IV students, should be added to the top of the page, Career Investigation Section, with the appropriate dates listed. At the end of the year, complete Sections II, III, and IV at the bottom of the page. This form should be as complete and accurate as possible. This work-site history will be used in referring graduates to other agencies.	137

REQUESTS FOR PLACEMENT

These forms should be submitted to the Project CAST Office prior to each site, according to the timeline due date. They must be turned in on time to allow the maximum amount of time for site development and placement and student preparation to take place.

PHASE	*REQUEST AND SCHEDULE FOR FIELD TRIP*	*PAGE*
I	The Learning Coordinator should assist the students in requesting field trip choices which cover as many of the 15 USOE occupational clusters as possible in the seven given field trips during the school year. The students should vote on which occupational clusters they wish to explore first and indicate one or two types of businesses representative of that cluster for each cluster choice. Each in-county field trip consists of three site visits and with out-of-county field trips there is usually only time to make one or possibly two site visits. Please refer to the timeline to identify if the given trip is to be in or out of county in order to fill out the form correctly. The Program Coordinator will then select and contact field trip sites. The form is in triplicate and the pink copy with the confirmed field trip schedule will be returned to the Learning Coordinator according to timeline dates.	138

INCORRECT FIELD TRIP REQUESTS

Occupational Cluster Request	Comments
1. Bob's Big Boy 2. Health 3. NOS 4. 5. 6.	Choice # 1 gives a specific place which the Program Coordinator may or may not be able to get. Choice # 2 is just the opposite, it's too general. What types of businesses would your class like to see - name one or two. Also note, only three choices were given, please give 5-6 choices just in case one falls through or cannot be set-up.

CORRECT FIELD TRIP REQUESTS

Occupational Cluster Requests

1. Hospitality and Recreation
   a. fast food
2. Health
   a. nursing home
3. Hospitality and Recreation
   a. hotel
4. Personal Services
   a. hair stylists
   b. cleaners
5. Public Services
   a. police station
   b. fire station
6. Health
   a. hospital

PHASE *REQUEST AND SCHEDULE FOR GUEST SPEAKERS* *PAGE*

I-II 139

The Learning Coordinator should assist the students in deciding on guest speakers to visit the class. Guest Speakers can be helpful as a follow-up to a field trip or shadowing, preparation for a field trip or shadowing, or to address occupational clusters the group has not been able to visit. The request can

be turned in as the Learning Coordinator sends in the request for field trips or shadowings. Phase I Guest Speakers address their business in general and in Phase II an employee's specific job is addressed. On the form, please circle whether the speaker will be for Phase I students, Phase II students, or both. After listing the occupation, also list the type of business desired within that occupational area. If preferred dates and times are not listed, the Program Coordinator will assume any date or time is fine. The form is in triplicate and the pink copy with a confirmed schedule will be returned to the Learning Coordinator.

PHASE	*REQUEST AND SCHEDULE FOR SHADOWING*	*PAGE*
II	The Learning Coordinator should assist each student individually in selecting specific job titles in three <u>different</u> career areas by prioritizing. The Program Coordinator will select and contact businesses. Any information about appropriate dress, lunch, etc. will be listed under "selected site comments". Some sites allow shadowing students to try-out tasks, others, especially in the more hazardous job areas, only permit observation. If the Program Coordinator is aware of the above, the Learning Coordinator will be notified of this as well.	140

INCORRECT SHADOWING REQUESTS

Three Jobs Requested	Comments
1. Gas Station 2. Hospital 3. Safeway	In choices # 1 and 2 indicate the specific job being requested - attendant/mechanic. For choice # 3, give a job title not the name of the business.
1. Food Preparation 2. Salad Bar Preparation 3. Cook	All three choices are in the same career area, job titles in <u>different</u> career areas are to be given.

CORRECT SHADOWING REQUESTS

Three Jobs Requested
1. Stock clerk in a large warehouse.
2. Cook in a fast food business.
3. Aide in a day care center.

PHASE	REQUEST FOR PLACEMENT	PAGE
III	The Learning Coordinator should assist students in selecting job titles in <u>three different career areas</u> and in prioritizing these choices. The Program Coordinator will select and contact the specific businesses that offer jobs in the areas requested. If no placement	141

can be made in the first career area, the Program Coordinator will begin contacting businesses in the second and then third choice areas.

INCORRECT REQUEST FOR PLACEMENT

Placement Selection By Occupation	Comments
1. K-Mart 2. Peoples Drug 3. McDonalds	Should use job titles not names of businesses. What jobs are being requested at these places? These particular businesses may not be available.
1. Stock (K-Mart) 2. Grocery (Stock) 3. Stock (Sports)	These show the same career area but in different places. If that job is unavailable, there is no second choice.

CORRECT REQUEST FOR PLACEMENT

Placement Selection By Occupation	Comments
1. Stock (anywhere but a warehouse) 2. Any kitchen work, prefer fast food 3. auto body repair	Three different jobs with comments concerning preferences or exclusions.

PHASE	REQUEST FOR PLACEMENT	PAGE
IV	For Phase IV students, the request for placement form should be submitted as early in the year as possible and thereafter at any time throughout the school year. Students who do not find paid jobs right away may request to attend additional Phase III sites. Requests for Phase III site experiences should be sent in on the Phase III request form with the other Phase III requests.	142

PHASE	STUDENT PLACEMENT AGREEMENT	PAGE
III	Once a site has been found, the Program Coordinator will get the Resource Person's signature on this form and send it to the school. The Learning Coordinator should get all other signatures and return the form to the CAST Office as soon as possible. The CAST Office generally needs to have this form back 3-5 days before the site begins. If the student is under 18 a Work Permit will accompany the Student Placement Agreement. Have it signed as well by both parent and student.	143
IV		144

PHASE	SITE INFORMATION SHEET	PAGE
III	This form will be completed by the CAST Office for each student and a copy will be sent to the Resource Person, student, teacher, and parent after all Student Placement Agreement forms have been completed and processed.	145
IV		146

PHASE	SITE AND TRANSPORTATION SCHEDULE	PAGE
III and IV	This form shows the site and transportation arrangements for the students who are going out. It will be completed by the CAST Office just prior to each Phase III's site and two copies will be sent to the school; one for the Learning Coordinator and one for the school office or administrator in charge. Transportation arrangements for Phase IV students may or may not change during the year. Read these schedules carefully and note any changes.	147

TEACHER MONITORING AND EVALUATION FORMS

The Phase I-IV forms are to be used as a guide to assist the Learning Coordinator in monitoring, planning for, and evaluating the student while on site. This data will also provide program documentation and give valuable data for future placement of the student. This information should be shared with the student as well as the CAST Office. All monitoring and evaluation forms are to be turned-in to the CAST Office after each site.

PHASE	LEARNING COORDINATOR FIELD TRIP EVALUATION	PAGE
I	The Learning Coordinator should carry and complete the field trip evaluation form while on the field trip or immediately after and send it to the CAST Office. A copy will be returned to you. This form is arranged to collect and	148

give information on student field trip attendance, individual student behaviors, group behaviors, and site effectiveness. One fully completed form should be turned-in for each CAST field trip that occurs during the school year. The field trip evaluation should also be referred to when considering future student phase placement since it now gives individual student behavior, as well.

PHASE	LEARNING COORDINATOR SHADOWING EVALUATION	PAGE
II	The Learning Coordinator should carry the shadowing evaluation forms along while monitoring the students. The form gives more comprehensive feedback on student site attendance, appearance, attitudes and behaviors, and general site experience outcomes. The form needs to be completely filled out and sent to the CAST Office as soon as possible after each shadowing cycle. This format was chosen to give the Learning Coordinator specific information to refer back to when considering site performance and future phase placement. The Program Coordinator will use the information when considering future shadowing placements for each student.	150

PHASE	LEARNING COORDINATOR EVALUATION OF GUEST SPEAKER PRESENTATION	PAGE
I-II	This form is to be filled out after any CAST guest speaker event and sent to the CAST Office. A copy will be returned to you. It records who attended, the phase the presentation was geared to, individual student response to the speaker, and the type and effectiveness of the presentation. Please fill out all information requested.	151

PHASE	TEACHER MONITORING AND EVALUATION FORM	PAGE
III	The Learning Coordinator must complete at least one TEACHER MONITORING AND EVALUATION FORM per site. The form is arranged so that the same sheet can be used for all three required monitoring visits or a separate page can be used each time. The form has four sections. Each section should be utilized and/or completed during the site experience. Section 1 is a checklist of things to look for or ask about while monitoring. Write in the appropriate answer or mark a rating of E, A, I, or U. Student activities can be listed at the far left. Section 2 addresses attendance. Please mark the site dates at the left; code attendance with P, AB, or U; including any comments or explanations at the right. Finally, circle a rating of E, A, I, or U for the site. Circle EXCELLENT if the student had 0 absences; ADEQUATE if the student had 1 absence; IMPROVEMENT NEEDED if there were 2 absences or 1 unexcused; UNSATISFACTORY if even more absences were recorded. Make sure that	152

the student knows the importance of good attendance and how he/she rated for each site. After all, even the best worker is no good to an employer is he/she is absent.

Section 3 provides an area to briefly list skills or assignments that you will be working on with the student. They can address academics, behavior or attitudes, attendance, job skills, job search skills, etc. The Learning Coordinator should utilize this section for every student and for each site. Any areas that need improvement should be explained or planned for here.

Section 4 gives the Learning Coordinator space to summarize and evaluate the student's site experience or make any comments concerning the student's performance.

PHASE	*TEACHER MONITORING AND EVALUATION FORM*	*PAGE*
IV	The TEACHER MONITORING AND EVALUATION FORM for Phase IV students is designed to contain one month's worth of monitoring (2-3 monitorings). Separate forms may be used for each visit if the Learning Coordinator prefers. Students should initially be monitored in person or by phone once per week. After the site is well established, students who are performing well should be monitored a "minimum" of one time per month in person and one time by phone. Additional monitoring is expected if problems arise to initiate solutions and follow-up on results.	154

The form has five sections. Sections 1, 2, and 3 are similar to the Phase III monitoring form. They include a checklist area for three visits, an attendance section, and an action planning section. Complete these as you did on the Phase III form. Section 4 provides an area to record intervention in problem areas. The Learning Coordinator should record the date the problem occurred, the nature of the problem, the intervention tried, and a brief mention of the results. This process should be repeated and other solutions or problems added, if results are not satisfactory by the end of the month. Section 5 gives the Learning Coordinator space to summarize and evaluate the student for the month.

RESOURCE PERSON EVALUATION FORMS

The Resource Person is asked to evaluate group or individual students (dependent on the phase) after each site experience. This evaluation provides the student, teacher, and CAST Office with direct feedback about site attendance, attitudes and behaviors, and specific job related abilities (in Phases III and IV). Information from the Resource Person evaluations can assist the teacher with individual student programming and when considering future phase placement. The Program Coordinator can use the feedback in site development activities as well as when considering future site placement and in seeking paid positions for students. Finally, the student should use this

information as a reference and as a tool to improve the weaker areas cited and be further aware of personal strengths.

PHASE	RESOURCE PERSON FIELD TRIP EVALUATION	PAGE
I (sometimes II)	The CAST Office will mail an evaluation form to the field trip host requesting the form to be completed and returned to the CAST Office. It will be copied and then forwarded on to the Learning Coordinator to share with the class and to use in the ways described on the previous page. The Resource Person is asked to rate group behavior, interest level, questioning, and attitude. Suggestions and feedback on the effectiveness of the field trip are also solicited.	156

PHASE	RESOURCE PERSON SHADOWING EVALUATION	PAGE
II	Shadowing evaluations are sent to the Resource Person by the CAST Office. If the Resource Person returns the evaluation to the CAST Office, it is then copied and sent directly to the Learning Coordinator. The evaluation should be shared on a one-to-one basis with the student. The information derived from this form should help the teacher and the student note strengths and weaknesses in behavior, attitude, and relating to others. The general impressions of the Resource Person and the specific comment section on the back can give the student a much deserved pat on the back or suggestions for future improvement. It's often an eye opener to see how others view us and can definitely promote the Phase II student's self-awareness.	157

PHASE	RESOURCE PERSON GUEST SPEAKER EVALUATION	PAGE
I-II	Again, the CAST Office is responsible to get the evaluation form to the guest speaker. After it is returned to the office, it will be copied and sent to the Learning Coordinator to share with the class. The form mostly focuses on group behavior and class preparedness for the presentation.	159

PHASE	RESOURCE PERSON/STUDENT EVALUATION	PAGE
III	The Resource Person is asked to evaluate the student once, at the end of the site. Please make every effort to ensure that each student receives a Resource Person evaluation. Ask the Resource Person to fill it out before the end of the site and give it to the student to bring back to school. If it is not returned promptly try to go pick it up the last few days of the site. If the Resource Person doesn't have it ready, perhaps you can offer to sit down with him/her and fill it out. If they, or you, don't have time for this, leave them an addressed envelope and ask them to mail it in. Follow-up by calling them back in a few days or a week to see if they have done the evaluation and put it in the mail. If not, then fill one out yourself while talking to the Resource Person over the phone.	160

PHASE	RESOURCE PERSON/STUDENT EVALUATION	PAGE
IV	Ask the Resource Person to complete one evaluation per nine week period. Use the same procedure for collection as in Phase III.	162

STUDENT EVALUATION FORMS

PHASE	CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEETS	PAGE
I	The CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEETS are to be filled out by the student with teacher assistance (if needed) after each field trip experience. It requires the student to begin to evaluate his experiences in terms of what was seen, what new learning occurred, and likes/dislikes. There are five questions to be answered, the questions are repeated several times on one form so the same form can be used throughout the year. The form is to be sent to the CAST Office at the end of the year according to the timeline. The Learning Coordinator can use the form to get some information on student progress in the acquisition of occupational knowledge.	165

PHASE	CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEETS	PAGE
II	The CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEETS for Phase II students has slightly different questions than the Phase I instrument. This form should be filled in	167

after each shadowing. You will note the seven questions are repeated several times so that the same form can be used throughout the school year. Like in Phase I, the form is to be sent in to the CAST Office at the end of the school year according to the timeline. The questions help the student evaluate his/her experience more personally as if they were thinking of themselves in that job.

PHASE	*STUDENT EVALUATION FORM/STUDENT SITE EVALUATION FORM*	*PAGE*
III	These forms ask the student to think about and respond to questions about his/her site in terms of specific site information, job related information, career evaluation, and self-evaluation. Spaces have been provided on the right to either circle or write in responses. The back is an evaluation checklist. This form has been designed to be read to the student. Answers may be marked by the Learning Coordinator when necessary.	169
IV	Phase III students should complete this exercise at or near the end of each site. Phase IV students should repeat this activity at least once each 9 weeks.	171

PHASE	*STUDENT SURVEYS*	*PAGE*
I	At the end of the school year, all students are asked to review his/her year in the CAST program and to complete a phase survey. These surveys reflect individual student perspectives and opinions about the program. The student surveys give the CAST staff direct feedback on what the student perceives as benefits of being a part of CAST, which in turn gives us information on whether or not our service delivery techniques are helping us reach the goals of the total program. The surveys are to be sent by the Learning Coordinator to the CAST Office at the end of the school year according to the timeline due date.	173
II		174
III and IV		175

Program evaluation incorporates data collected from parents, students, participating businesses, school-based CAST staff, and their administrators as well as testing results.

PHASE I

CLASS FORMS CHECKLIST

Turn-in to CAST Office at end of year.

LC turned in all CAST materials at the end of year. ___ yes/___ no
Comments:

Student Name	Check IEP for CAST Goal	Release	Information Sheet	Permission to Test	Start Data Sheet	SPIB Date	Woodcock/Johnson Date	TAP Date	Other Assessments	CAST Inventory Pre/Post Date	Field Trip #	Student Attended yes/no	RP Group Evaluation	LC eval. of individual student's behavior/questions (+ ✓ _)	Guest Speakers student attended (Date)	CK&PI Sheet	Student Survey	Data Sheet	CCDI Pre and Post Protocols	Comments: Student strengths and weaknesses	Comments: Recommendation for program and phase placement next year
										Pre	1				1						
											2				2						
											3				3						
											4				4						
											5				5						
											6				6						
										Post	7				7						
										Pre	1				1						
											2				2						
											3				3						
											4				4						
											5				5						
											6				6						
										Post	7				7						
										Pre	1				1						
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										Post	7				7						
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											6				6						
										Post	7				7						

PHASE II
CLASS FORMS CHECKLIST

Turn-in to CAST Office at end of year.

LC turned in all CAST materials at the end of the year. ___yes/___no

Comments:

Student Name	Check for Release	Information/ Medical Sheet	Insurance Money	Start Data Sheet	TB Test	Shadowing Site #	Site Request Made	Attended Site Yes/No	RP Evaluation (+ ✓ -)	LC Evaluation (+ ✓ -) (send to CAST Office after each site)	Guest Speaker Attendance/ Dates	Field Trip Attendance/ Dates	Voc-Eval (dates)	CAST Inventory Date	Interest Assessments: Name/Date	CK&PI Sheet	Student Survey	CCDI Pre & Post Protocols	Data Sheet	Comments: Student strengths and weaknesses	Comments: Recommendation for program and phase placement next yr	Summer Job Yes/No-Place
						1					1	1		Pre								
						2					2	2										
						3					3	3										
						4					4	4										
						5					5	5		Post								
						1					1	1		Pre								
						2					2	2										
						3					3	3										
						4					4	4										
						5					5	5		Post								
						1					1	1		Pre								
						2					2	2										
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						5					5	5		Post								
						1					1	1		Pre								
						2					2	2										
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						5					5	5		Post								
						1					1	1		Pre								
						2					2	2										
						3					3	3										
						4					4	4										
						5					5	5		Post								

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CLASS FORMS CHECKLIST - PHASE III

Student Name	Check for Release	Information/ Medical Sheet	Insurance Money	Start Data Sheet	TB Test	Site Number	Site Request	Student Placement Agreement	Work Permit	Teacher Monitoring (done weekly) 1	2	3	Turn-in to CAST Office at end of each site. Teacher Eval.	Student Self Eval.	RP Eval.	Permission to Test	SPIB	Woodcock-Johnson	Turn in to Project CAST Office at end of year. Student Survey	Materials	Data Sheet	Summer Job
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						4																
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CLASS FORMS CHECKLIST - PHASE IV

Student Name	Check for Release	Information/ Medical Sheet	School Insurance Verification	Start Data Sheet	TB Test	9 weeks	Type of Site Requested: III or IV	Student Placement Agreement & Work Permit	Teacher Monitoring *(done weekly at first, then bi-monthly)*	Turn-in to CAST Office Quarterly: RP Eval.	Turn-in to CAST Office Quarterly: Student Self-Eval	Turn-in to CAST Office Quarterly: Teacher Eval.	Transportation/ Driver's License	Interviews	Turn-in to CAST Office at end of year: Student Survey	Turn-in to CAST Office at end of year: Materials	Turn-in to CAST Office at end of year: Data Sheet	Turn-in to CAST Office at end of year: Job Status
						1												
						2												
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						4												
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BOARD OF EDUCATION
OF CHARLES COUNTY
LA PLATA, MARYLAND 20646

TELEPHONE: 934-4671

John H. Bloom
SUPERINTENDENT

_____
date

Dear Parents/Guardians:

You will see a page attached to this letter. We are asking for your permission to do a variety of activities that will affect your child. These are:

1. Have your child, _____, taken on field trips. Have your child work at a job site.
2. Have pictures and interviews taken of your child to be used in newspapers, slide-tape shows, etc.
3. Have scores from your child's tests used in a report . . . without using your child's name, of course.
4. Have your child taken to the nearest hospital if anything should happen in school, going to and returning from a job site, or while at a job site.

If you see something on the form that you do not understand, please call us for an explanation. Place a check (✓) next to each item number to indicate agreement.

Please feel free to call us if you have any questions about the Project CAST program. Thank you very much.

Sincerely yours,

_____
Teacher Phone number

Barbara O. Diep
Barbara Diep
Program Manager/Coordinator
375-8171

BJD:clr
Attachment

PROJECT CAST

CHARLES COUNTY BOARD OF EDUCATION

RELEASE

I give my permission to the Charles County Board of Education, Project CAST, or person(s) operating in its authorized behalf:

_____ 1. To have my child, _____, participate in and be transported for Project CAST activities which include field trips, shadowing, and work-site placements.

_____ 2. To take photographs, tapes, videotapes, slides, and recordings of my child for the purpose of reproduction, publication, and illustration in all advertising and publicity media relating to Project CAST, and in all materials to be utilized for replication activities, such as film strips, slide-tape presentations, etc. I understand that this also includes interviews, citing my child by name, for publication in newspapers and for use in other media (e.g., radio, television) and articles written by my child regarding the Project CAST program. I understand that any film, pictures, quotes, and tapes of my child become the property of the Charles County Board of Education and may be used in the above stated manner for an indefinite period of time.

_____ 3. To use informal and formal assessment data on my child to derive and report project impact with the understanding that my child's name will not be used in any such report.

_____ 4. To, in case of emergency, arrange for transportation to and treatment of my child at the emergency room of Physicians Memorial Hospital, or if outside the county, to the nearest facility where medical treatment is available. In the event that an emergency should arise traveling to and from or at a work site, I extend this permission to the bus driver, employer and his/her designee. [In the event of such an emergency, I would like to have my physician contacted:

_____(name) _____(phone)

and briefed regarding my child's condition.]

This release shall be in effect the date of signature and shall extend until my child leaves Project CAST. I have read the content of this release. I realize that by placing a check (✓) next to the item number, I am in agreement with that item.

_____ _____

Date Signature of Parent/Guardian

SPECIAL EDUCATION OFFICE

PARENTAL CONSENT FOR EDUCATIONAL ASSESSMENT

Date _____

School _____

To the Parent(s)/Guardians of: _____

To better understand your child and improve his/her educational program, we are requesting your permission to provide an educational assessment. This assessment will be in addition to the tests given to all students in your child's class. Your written permission is necessary for this assessment to occur. You will be informed of the findings and recommendations of this assessment.

Those areas checked below will be tested:

Assessments	Position of Examiner
_____ Reading (Woodcock-Johnson)	_____
_____ Math (Woodcock-Johnson)	_____
_____ Spelling	_____
_____ Speech/Language	_____
_____ Perceptual/Motor	_____
_____ Aptitude	_____
_____ SPIB	_____
_____ CAST Inventory	

You have the right to an independent educational evaluation at public expense if you disagree with an evaluation obtained by Charles County. However, Charles County may initiate a hearing under §121a.506 of Public Law 94-142 of this subpart to show that its evaluation is appropriate. If the final decision is that the evaluation is appropriate, you still have the right to an independent educational evaluation, but not at public expense.

If you have any questions concerning this request, please contact _____ at _____ (phone) thank you.

Sincerely,

_____

Please complete the following and return this letter by _____ (date)

to _____ (name).

_____ I give permission for _____ to be tested.

_____ I do not give permission for _____ to be tested.

Comments: _____

I also give permission for the Charles County Board of Education to send to the Maryland State Department of Education a Special Services Information System (SSIS) Form for Child Find.

_____ parent/guardian(s) signature

_____ telephone number

_____ date

PROJECT CAST

Phase I

INFORMATION SHEET

School _____

Student's Complete Name _____
last first middle

Grade _____ Date of Birth _____
month date year

Parent/Guardian(s) Complete Name _____
last first middle

_____
last first middle

Mailing Address _____
street number and name OR route and box number

_____
city state zip code

Telephone Number _____ Bus Number _____

BOARD OF EDUCATION
OF CHARLES COUNTY
LA PLATA, MARYLAND 20646-0170

(301) 934-4671 (301) 870-3180

JOHN H. BLOOM
SUPERINTENDENT

Dear Parents/Guardians:

In any career education program where students participate in some out-of-school activities, the potential exists for problems or emergency situations to arise. As a precautionary measure, please complete the attached form and purchase the accident insurance specified at the bottom.

This form updates the personal and health related information which will be considered when selecting job sites and which may be needed in the event of an emergency.

Some job sites (such as food service, health care, child care, etc.) require workers to show proof of a negative TB test. Since we have found that most students will explore one or more such occupations during their years in Project CAST, we also ask that all students obtain a TB test. This test can be given free of charge by the Charles County Health Department any Wednesday between 2:00-4:00 p.m. Once the test is given the student must return to the Health Department to have it "read" the following Friday between 8:30-11:30 a.m. The Health Department will issue the student a card verifying the test. Students should bring this card in to the teacher as proof of a TB test. Parents may choose to have their regular physician perform this test. If this is the case, have the doctor write a note to the teacher stating the results. Remember, students who do not get a TB test will be ineligible for some jobs.

For your protection, the accident insurance must be purchased for your child in addition to any health insurance you may already have at home. In Phases II, III, and IV the insurance purchased through Volunteer Insurance Service (VIS) will provide low cost "excess" medical coverage in the event of accident or injury to <u>non-paid</u> students. However, Phase IV students who find <u>paid</u> employment can not be covered by the VIS plan. We require that the <u>24 Hour School Insurance policy</u> be purchased as soon as the Phase IV student begins paid employment. This 24 hour policy is more expensive but since the student will be receiving a pay check we feel that the protection it will offer will be worth the cost. Since Project CAST

can not allow any uninsured student to attend a job site, please send the VIS insurance money right away so that coverage can begin before the first job site starts.

Parents and students should also keep in mind that students may come into contact with or contract any number of communicable diseases, infections, or parasites (such as colds, childhood diseases, lice, etc.) while working in the community. Accident and medical insurance usually do not cover these types of situations and since exposure to these situations could occur anywhere, Project CAST assumes no responsibility for medical expenses related to such exposure.

Please complete all of the information requested on the form, obtain the TB test, then sign the form, enclose the insurance money, and return it to your child's teacher as soon as possible.

If you have any questions concerning your child, please feel free to call the Project CAST Office (375-8171 or 283-6814). Thank you very much for your assistance in this matter.

Sincerely,

Barbara J. Diep
Program Manager/
Coordinator,
Phase I and II

Dawn Millard
Program Coordinator,
Phases III and IV

BJD:DM:clr
Attachment

PROJECT CAST

INFORMATION/MEDICAL SHEET

(This form must be completed and signed by parent/guardian and submitted to the Project CAST Office prior to student participation in any job placement experience.)

PHASES II, III, & IV
(375-8171)

Student's Full Name _____

School _____ Date of Birth _____

Social Security No. _____ Bus No. _____

Name of Parent/Guardian _____

Address _____

Telephone Number _____

Contact in Case of Emergency _____ Phone _____

Name of Doctor _____ Phone _____

Health Insurance Policy No. _____ Company _____

MEDICAL INFORMATION

Many jobs require workers to show proof of a negative Tuberculin Test. Students who do not have a current TB test will be ineligible for some jobs. If your child needs a TB test he/she can be given one free of charge by the Charles County Health Department or you can contact your private physician. Please send the Health Department tuberculin status card or a doctor's note to your child's teacher.

Date of TB test _____ Status _____

Is your child taking any medication? _____ If yes, please state type and purpose. _____

_____

Does your child have any of the following conditions? If yes, please explain.

☐ Seizures _____ ☐ Dizziness or Headaches _____

☐ High Blood Pressure _____ ☐ Heart Problems _____

☐ Respiratory Problems _____ ☐ Allergies _____

☐ Visual or Hearing Problems _____ ☐ Back or Muscle Problems _____

☐ Other physical handicaps, limitations, or health impairments _____

Please check the appropriate statement, then sign this form and return it to your child's teacher. Thank you.

☐ My child, _____, has no physical or health related conditions that should limit his/her job placement.

☐ My child, _____, has the following limitations: _____ _____ and I feel he/she should not explore job sites in the area(s) of: _____.

I have completed this health/medical information on my child to the best of my knowledge. I also understand that the CAST Office may require a doctor's evaluation of my child's health and fitness, if necessary, for participation and that I will be notified if this is required.

_____ _____

Signature of Parents/Guardians Who Completed This Form — Date

---

INSURANCE INFORMATION

In order to participate in some out-of-school activities your child must purchase accident/school insurance. Please send in the amount due beside the appropriate phase. Thank you.

☐ Phase II, III, & IV: Non-paid students must purchase accident insurance through Project CAST.

Amount due _____ Date paid _____ Teacher's Initials _____

☐ Phase IV: Students must purchase 24 hour school insurance as soon as they begin paid employment.

Amount due _____ Date paid 156 Teacher's Initials _____

PROJECT CAST

DATA SHEET – PHASE I

Student's Name _____ D.O.B. _____

Handicapping Condition _____

PHASE I – CAREER AWARENESS

Teacher _____ Year _____

School _____ Date Entered _____ Grade _____

1. List field trips and guest speakers.

Field Trips		Guest Speakers

2. Selection for exploration (occupation/site for Phase II)

1. _____
2. _____
3. _____
4. _____

3. Summer job? ☐ Yes ☐ No If yes, site/occupation: _____

After school job? ☐ Yes ☐ No If yes, site/occupation: _____

Assessment Data

Woodcock/Johnson Grade Scores

Date _____

Reading _____

Math _____

Written Language _____

Social & Prevocational Information Battery

Total _____ %

Date _____

Cast Inventory

Self Awareness	
Occupational Knowledge	
Job Amt	
TOTAL	
Date	

Checkoff:

- ☐ Release
- ☐ Testing Permission
- ☐ VOC Eval. Unit (TAP)
  Date: _____
- ☐ Other Attendance

Total Excused _____

Total Unexcused _____

PROJECT CAST

DATA SHEET – PHASE II

Student's Name _____ D.O.B. _____

Handicapping Condition _____

PHASE II – CAREER EXPLORATION

Teacher _____ Date Entered _____ Grade _____

School _____ Year _____

1. List shadowing experiences, guest speakers, and project discovery kits.

Shadowing	Guest Speakers	Project Discovery Kits

2. Selection for investigation (occupation/site for Phase III)

1. _____
2. _____
3. _____
4. _____

3. Summer job? ☐ Yes ☐ No

If yes, site/occupation: _____

_____

After shcool job? ☐ Yes ☐ No

If yes, site/occupation: _____

_____

Assessment Data

Social & Prevocational Information Battery

Total

Date

Cast Inventory

Self Awareness	
Occupational Knowledge	
Job Amt	
TOTAL	
Date	

Checkoff:

- ☐ Release
- ☐ Testing Permission
- ☐ VOC Eval. Unit
  Date: _____
- ☐ Other Attendance

Total excused _____

Total unexcused _____

PROJECT CAST

DATA SHEET – PHASE III & IV

Student's Name _____ D.O.B. _____

Handicapping Condition _____

PHASE III – CAREER INVESTIGATION

School _____ Year _____

Teacher _____ Date Entered (Phase III) _____ Grade _____

1. Student-site information

	1	2	3	4	5	6
Occupation						
Site						
R P Evaluation						
Teacher Evaluation						
Student Evaluation						
Would Hire: ☐Yes ☐No						
Dates						

2. Selection for training: _____

_____

_____

3. Summer job? ☐ Yes ☐ No If yes, site/occupation:

_____

After school job? ☐ Yes ☐ No If yes, site/occupation:

_____

Assessment Data

Woodcock/Johnson Grade Scores

Reading _____

Math _____

Written Language _____

Social and Prevocational Information Battery

C/A | |

Date | |

Cast Inventory

Self Awareness	
Occupational Knowledge	
Job Amt	
TOTAL	
Date	

Checkoff:

☐Release

☐Testing Permission

☐Medical

☐Other _____

Attendance _____

PHASE IV – ON-THE-JOB TRAINING/WORKSTUDY

Student's Name _____ School _____ Date Entered (Phase IV) _____

Handicapping Condition _____ Teacher _____ Grade _____

1. Student-site information

	1	2
Occupation		
Site		
R P Evaluation		
Student Evaluation		
Salary		
Con't After Graduation ☐Yes ☐No		

2. Salable Skills

_____ _____

_____ _____

_____ _____

3. Upon graduation:

A. Offers (training job): _____

_____

B. 6-month follow-up: _____

_____

4. Contact with agencies (Voc. Rehab., CETA, etc.)

_____ _____

_____ _____

Letters of reference

1. _____
2. _____
3. _____

PROJECT CAST

Phase I

1 2 3 4 5 6 7

CAREER AWARENESS

REQUEST AND SCHEDULE FOR FIELD TRIP

Teacher _____ Date due in Project Office _____

School _____ Date Received by Project CAST _____

OCCUPATIONAL CLUSTER REQUESTS – List by Priority 1-6

1. 3. 5.

2. 4. 6.

FIELD TRIP SCHEDULE

DATE:

SITE: CONTACT: PHONE:

Leave School _____ Arrive Site _____ Leave Site _____

Site Information:

138

SITE: CONTACT: PHONE:

Leave School _____ Arrive Site _____ Leave Site _____

Site Information:

SITE: CONTACT: PHONE:

Leave School _____ Arrive Site _____ Leave Site _____

Site Information:

160

161

WHITE–Office Copy YELLOW–Program Coordinator PINK–Teacher

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PROJECT CAST

Phase I and II

CAREER AWARENESS AND EXPLORATION

REQUEST AND SCHEDULE FOR GUEST SPEAKERS

O N D J F M A M J

Teacher _____ School _____

REQUEST

Occupation _____ **Preferred Date and Time _____
(must be filled in)

Name of Person (if known) _____ Comments _____

SCHEDULE

Confirmed Date and Time _____ Comments _____

Name/Phone Number _____ Evaluative Comments by Teacher _____

Title _____

139

REQUEST

Occupation _____ **Preferred Date and Time _____
(must be filled in)

Name of Person (if known) _____ Comments _____

SCHEDULE

Confirmed Date and Time _____ Comments _____

Name/Phone Number _____ Evaluative Comments by Teacher _____

Title _____

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WHITE—Office Copy YELLOW—Program Coordinator PINK—Teacher

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PROJECT CAST

Phase II

1 2 3 4 5 6 7 office use only

CAREER EXPLORATION

REQUEST AND SCHEDULE FOR SHADOWING

Teacher _____

School _____

Date of Trip _____

Pick Up Time _____

Date due in Project CAST Office _____

Date received by Project CAST Office _____

Type of Transportation Needed (Check One)

☐ LIFT GATE BUS ☐ REGULAR BUS

STUDENT'S NAMES	3 JOBS REQUESTED	SELECTED SITE COMMENTS	R. P. NAME, ADDRESS AND PHONE NUMBER
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		

WHITE–Office Copy YELLOW–Program Coordinator PINK–Teacher

DICK WILDES PRINTING CO., INC.

PROJECT CAST

Phase III

CAREER INVESTIGATION
REQUEST FOR PLACEMENT

1 2 3 4 for office use only

Teacher: _____ Date due in Project CAST Office: _____

School: _____ Date received by Project CAST Office: _____

STUDENT'S (FULL) NAME	PLACEMENT SELECTION BY OCCUPATION			
	#1 CHOICE	#2 CHOICE	#3 CHOICE	PLACEMENT AND COMMENTS*
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				

141

165

166

*Please include any comments regarding time restrictions or special needs.

7/80 WHITE—Office Copy YELLOW—Program Coordinator PINK—Teacher

DICK WILDES PRINTING CO., INC.

PROJECT CAST

Phase IV

ON-THE-JOB-TRAINING/WORK STUDY
REQUEST FOR PLACEMENT

TEACHER: _____

SCHOOL: _____

DATE SENT TO PROJECT CAST OFFICE: _____

DATE RECEIVED BY PROJECT CAST OFFICE: _____

STUDENT'S NAME	SELECTED OCCUPATION	RESPONSIBILITIES		
		STUDENT	TEACHER	PROGRAM COORDINATOR
1. _____ last _____ first _____ middle				
2. _____ last _____ first _____ middle				
3. _____ last _____ first _____ middle 167				168

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7/80 WHITE—Office Copy YELLOW—Program Coordinator PINK—Teacher

DICK WILDS PRINTING CO., INC

PROJECT CAST

CAREER INVESTIGATION
STUDENT PLACEMENT AGREEMENT

Phase III

I hereby give permission for _____(student) to be placed at _____(site) from_____to_____(date). In accordance with program regulations I shall assume the responsibility of contacting the employer immedia[illegible] in the event that my child is unable to attend the site on a given day. Should any problems arise with regard to my child's site placement or program participation I shall assume the responsibility of contacting the Phase III and IV Program Coordinator at 375-8171.

_____

Parent's Signature DATE

I will follow the rules and regulations that apply to my work experience as explained to me by my teacher and the Resource Person. I will tell my teacher about any problems that arise at the job site.

_____

Student's Signature DATE

I shall provide learning experiences necessary for this child's participation at the site. I shall assume the responsibility of contacting the teacher at _____ _____ or notify the Project CAST office at 375-8171 should a problem arise at the site. I shall admit the teacher to the job site for the purposes of observing, monitoring, and evaluating student performance.

_____

Resource Person's Signature DATE

I shall perform the following tasks with relation to this child's participation at the experience site:

1. Monitor on-site progress/activities on a weekly basis (more frequently, if needed).
2. Provide educational experiences relevant to the site placement.
3. Communicate with parents on a regular basis with regard to student progress and in the event problems arise.
4. Communicate with the Resource Person on a regular basis and in the event a student-site problem arises.

_____

Teacher's Signature DATE

This agreement may be terminated by any participant in the event that an insoluble situation has occured.

WHITE--Project Office
GREEN—Teacher
YELLOW—Resource Person
PINK—Student
GOLD—Parent

_____

Program Coordinator's Signature DATE

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PROJECT CAST

Phase IV

CHARLES COUNTY BOARD OF EDUCATION

ON-THE-JOB TRAINING/WORK STUDY

STUDENT PLACEMENT AGREEMENT

(A) I hereby give permission for _____(student) to be place at _____(site) from_____to_____(date). In accordance with program regulations I shall assume the responsibility of contacting the employer immediately in the event that my child is unable to attend the site on a given day. Should any problems arise with regard to my child's site placement or program participation I shall assume the responsibility of contacting the Phase III and IV Program Coordinator at 375-8171. I am aware of the rate of pay which will be rendered to my child by the employer, during this On-The-Job Training and Work Study period.

_____

Parent's Signature DATE

(B) I will follow the rules and regulations that apply to my work experience as explained to me by my teacher and the Resource Person. I will tell my teacher about any problems that arise at the job site.

_____

Student's Signature DATE

(C) I shall provide learning experiences necessary for this child's participation at the site. I shall assume the responsibility of contacting the teacher at _____ or notify the Project CAST office at 375-8171 should a problem situation arise at the site. I shall admit the teacher to the job site for the purposes of observing, monitoring, and evaluating student performance. In accordance with child labor laws, I agree to pay _____ at the following rate:

for the time period designated in paragraph (a).

_____

Employer's Signature DATE

(D) I shall perform the following tasks with relation to this child's participation at the experience site:

1. Monitor on-site progress/activities on a weekly basis (more frequently, if needed).
2. Provide educational experiences relevant to the site placement.
3. Communicate with parents on a regular basis with regard to student progress and in the event problems arise.
4. Communicate with the Resource Person on a regular basis and in the event a student-site problem arises.

_____

Teacher's Signature DATE

(E) This agreement may be terminated by any participant in the event that an insoluble situation has occured.

_____

Program Coordinator's Signature DATE

WHITE–Project Office
GREEN–Teacher
YELLOW–Resource Person
PINK–Parent
GOLD–Student

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PROJECT CAST

Phase III

CAREER INVESTIGATION
SITE INFORMATION SHEET

Student _____

Teacher _____

School _____

Employer/Resource Person _____

Site Name, Address, and Telephone Number _____

_____

_____

Approximate time of ARRIVAL _____ and DEPARTURE _____

First Day On Site _____

Last Day On Site _____

Month	M	T	W	Th	F
_____					
_____					
_____					
_____					

Appropriate Dress _____

Lunch Arrangements Bring? _____ Buy? _____ Other? _____

STUDENTS: Please remember to call the Resource Person if you are sick or unable to attend the job site!!

EMPLOYER: If student fails to call in please let the teacher know when he/she comes to monitor and report the student's attendance in your final evaluation at the end of the job site. Thank you!

PROJECT CAST

Phase IV

ON-THE-JOB TRAINING/WORK STUDY

SITE INFORMATION SHEET

Student _____

Teacher _____

School _____

Employer/Resource Person _____

Site Name, Address, and Telephone Number _____

_____

_____

_____

First Day On Site: _____

Last Day On Site: _____

Student will: Ride a Bus _____ Drive _____

Appropriate Dress _____

Bring Lunch _____ Buy Lunch _____

This student will be on-site every day except Wednesday.

Approximate time of arrival on-site _____

Approximate time of departure from site _____

*** Please remember to call the Resource Person if you are sick or unable to attend the job!!!

**** Employer, please report absences, where student fails to call, to the teacher. Thank you!

PROJECT CAST

Phases III & IV

SITE AND TRANSPORTATION SCHEDULE

_____, 19

Teacher _____ Bus # _____ Time _____

School _____ _____ _____

_____ _____

In case of problems/emergency, notify:

Project CAST Office 375-8171

Edwin Keller Bus Service 645-5166

Student	Site and RP	Phone	CAST Bus # a.m.	p.m.	DATES from	to	Regular Bus #	Dropped from site
							174	
173								

147

PHASE I

Career Awareness

Learning Coordinator Field Trip Evaluation

(Fill out while on trip. Send to CAST Office immediately after trip. A copy will be returned to you. Thank you.)

Learning Coordinator _____ School _____

Date of Field Trip _____ Sites Visited _____

(rate student behavior as + ✓ -)

Student's Who Attended	*Bus Behavior*	*Followed Teacher and RP Directions*	*Asked Questions*	*Quality of Questions*	*Site Behavior*	*Attitude Towards Field Trip Experience*	*Comments*
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

	+	✓	-
1. Group arrived on-time.			
2. Group followed site rules.			
3. Group behaved in an appropriate manner.			

4. What did you share with the RP that was effective and not so effective? _____

_____

_____

5. General comments about the sites visited.

_____

_____

_____

6. What pre-activities did you do to prepare students for this field trip and the occupational clusters they would see?

_____

_____

_____

7. What post-activities do you plan to do as a result of this field trip experience?

_____

_____

_____

PHASE II

Career Exploration

Learning Coordinator Shadowing Evaluation

School _____ Teacher _____ Shadowing Date(s)_____

(Fill out while monitoring or next day. Send to CAST Office. A copy will be returned to you.) *RATE STUDENT BEHAVIOR AS:* + ✓ -

Student Name and Site Attended	bus behavior	student introduced self to RP	student prepared with lunch or money	student dressed and groomed appropriately	student had asked questions	student followed site rules	student exhibited proper attitude and behavior on-site	student related well to RP and others on-site	would this job be realistic for this student	RP impression of the student	student liked the job and was interested while at site	Comments: (what went well not so well, what did studen do, observe, try-out, what learning occurr
177											178	

150

PHASE I and/or II

Learning Coordinator Evaluation of Guest Speaker Presentation

(Fill in right after the presentation. Send to CAST Office. We will return a copy to you.)

Learning Coordinator _____ School _____

Guest Speaker _____ Business _____

Date of Presentation _____ Phase _____

*** *RATE STUDENT BEHAVIOR AS:* + ✓ -

Students Who Attended	*Asked Questions*	*Appeared Interested*	*Displayed Appropriate Behavior & Attitudes*	*Comments*
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

I. The presentation was mostly:

a. demonstration
b. visual representation
c. lecture
d. a mix of the above

II. What did you share with the Guest Speaker about the quality of the presentation (what went well, not so well, etc.)?

_____

_____

_____

*** *If more than 10 students attend the Guest Speaker Presentation, please use an additional page to list them. Thank you.*

PHASE III

PROJECT CAST

TEACHER MONITORING AND EVALUATION FORM

E = excellent
A = adequate
I = improvement needed
U = unsatisfactory

STUDENT _____ SCHOOL _____

TEACHER _____ SITE _____

1. SITE INFORMATION DATE				COMMENTS
RESOURCE PERSON				
METHOD OF CONTACT				
LIST STUDENT ACTIVITIES (P = performing O = observing)				
ARE TASKS APPROPRIATE?				
IS SUPERVISION ADEQUATE?				
STUDENT REPORTS IN & GETS STARTED				
STUDENT IS DRESSED APPROPRIATELY				
GROOMED APPROPRIATELY				
PREPARES MATERIALS & TOOLS				
COMPLETES ONE TASK & MOVES ON				
ASKS FOR ASSISTANCE WHEN NEEDED				
MONITORS WORK & MAKES CORRECTIONS				
DEMONSTRATES ACCEPTABLE ATTITUDES AND BEHAVIORS TOWARD:				
CO-WORKERS				
PUBLIC				
SUPERVISORS				
ACCEPTS CORRECTION APPROPRIATELY				
FOLLOWS SITE RULES (safety, breaks, etc.)				
WORKS AT ACCEPTABLE PACE FOR JOB				

FOOTNOTES:

2. ATTENDANCE:

WEEK OF	M	T	W	Th	F

ATTENDANCE SUMMARY:

____ # Present (P)

____ # Absent But Called (AB)

____ # Unexcused (U)

____ Overall Attendance
(E = 0 AB A = 1 AB
I = 2 AB/1 U
U = 3 AB/2 U)

3. ACTION PLANNING: Things To Work On

SKILLS	ASSIGNMENTS	IN SCHOOL	ON SITE	DATE

4. TEACHER SUMMARY: Please give an overall summary and evaluation of this site experience, including student's present ability and future potential, and your recommendations in this career area.

PHASE IV

PROJECT CAST

TEACHER MONITORING AND EVALUATION FORM

E = excellent
A = adequate
I = improvement needed
U = unsatisfactory

STUDENT _____ SCHOOL _____

TEACHER _____ SITE _____

Phase IV students who are performing well should be monitored a minimum of one time per month in person and one time per month on the phone. When problems arise, additional monitoring is expected to initiate solutions and follow-up on results.

1. SITE INFORMATION DATE				COMMENTS
RESOURCE PERSON				
METHOD OF CONTACT				
LIST DUTIES STUDENT PERFORMS:				
ARE TASKS APPROPRIATE?				
IS SUPERVISION ADEQUATE?				
DUTIES STUDENT WILL MOVE ON TO:				
ATTENDANCE: E = 0 A = 1AB I = 2AB/1U U = 3AB/2U				
STUDENT REPORTS IN & GETS STARTED				
STUDENT IS DRESSED APPROPRIATELY				
GROOMED APPROPRIATELY				
PREPARES MATERIALS & TOOLS				
COMPLETES ONE TASK & MOVES ON				
ASKS FOR ASSISTANCE WHEN NEEDED				
MONITORS WORK & MAKES CORRECTIONS				
ACCEPTABLE ATTITUDES & BEHAVIORS				
ACCEPTS CORRECTION APPROPRIATELY				
FOLLOWS SITE RULES (safety, etc.)				
WORKS AT ACCEPTABLE PACE FOR JOB				

FOOTNOTES:

2. ATTENDANCE:

Month of _____

WEEK OF:	M	T	W	Th	F

ATTENDANCE SUMMARY:

_____ # Days Present (P)

_____ # Days Absent But Called (AB)

_____ # Days Unexcused (U)

3. ACTION PLANNING: Things To Work On

SKILLS	ASSIGNMENTS	IN SCHOOL	ON SITE	DATE

4. PROBLEM SOLVING:

DATE	PROBLEM	INTERVENTION	RESULTS/DATE

5. TEACHER SUMMARY:

PROJECT CAST

PHASE I

CAREER AWARENESS

Resource Person Field Trip Evaluation

Business _____ Date of Field Trip _____

Resource Person _____ School _____

RATE GROUP BEHAVIOR AS + ✓ -

	+	✓	-
1. The group arrived on time.			
2. The group followed site rules.			
3. The group's behavior and attitude was appropriate.			
4. The teacher controlled group and individual student behavior.			
5. The teacher promoted student questioning and interest in the site.			
6. The students asked general and work related questions.			

7. The Resource Person and teacher had an opportunity to talk about the effectiveness of the visit to your site. _____ yes _____ no

General Comments (what do you feel went well, not so well, and suggestions for future visits)

_____

_____

_____

Please return to Project CAST as soon as possible in the enclosed envelope. Thank you very much for your assistance.

PHASE II

CAREER EXPLORATION

Resource Person Shadowing Evaluation

Business _____ Student _____

Resource Person _____ School _____

Date of Shadowing Experience _____

RATE STUDENT BEHAVIOR AS + ✓ -

	+	✓	-
1. The student introduced him/herself to you.			
2. The student was dressed and groomed appropriately.			
3. The student observed the employee.			
4. The student had an opportunity to try-out a few tasks.			
5. The student asked questions related to the job.			
6. The student followed any directions given.			
7. The student's attitude and behavior was appropriate.			
8. The student related well to you and others.			
9. The student appeared interested.			
10. Your general impression of the student.			

	yes	no
A. If the student was a 'no show' were you notified in advance.		
B. Did the teacher visit the site during the day to observe.		
C. Did you and the teacher have an opportunity to discuss the effectiveness of this shadowing experience for this student?		

General Comments (what do you feel went well, not so well, and suggestions concerning the student or for future shadowings at your job site)

_____

_____

_____

Please return to the Project CAST Office in the enclosed envelope. The information you give is extremely useful to us, the teacher, and student. Thank you very much for your assistance.

PROJECT CAST

PHASE I and/or II

Resource Person Guest Speaker Evaluation

Business _____ Resource Person _____

School _____ Teacher _____

Date of Guest Speaking _____

RATE GROUP BEHAVIOR AS + ✓ -

	+	✓	-
1. The teacher and students were prepared for your arrival.			
2. The group displayed the appropriate behavior and attitude.			
3. Students asked questions related to your business.			
4. The teacher promoted student interest and questioning.			
5. The teacher and you had an opportunity to talk about the effectiveness of the presentation for this group of students.			

A. Was your presentation mostly:

1. demonstration
2. visual representation
3. lecture
4. a mix of the above

B. Did you discuss:

1. specific aspects of your job
2. general information about the many kinds of jobs at your business site
3. _____

C. Comments about what you feel went well, not so well, student interest level, any suggestions for future guest speaking events . . .

_____

_____

_____

Please return to Project CAST as soon as possible in the enclosed envelope. Thank you very much for your assistance.

Phase III

PROJECT CAST

CAREER INVESTIGATION

RESOURCE PERSON/STUDENT EVALUATION

Student: _____ Date: _____

Resource Person: _____ Site: _____

NOTE: To be completed by Resource Person at the end of each site placement.

AREA	*excellent*	*adequate*	*improvement needed*	*unsatisfactory*	*COMMENTS*
ATTENDANCE/PUNCTUALITY					
Attends site as scheduled					
"Reports in" to begin activities upon arrival					
Calls or notifies when absent					
APPEARANCE					
Dresses appropriately					
Groomed appropriately					
TASK PERFORMANCE					
Prepares tools and materials for work					
Finished first task and moves to second or asks for more work					
Asks for help when needed					
Recognizes errors and fixes them					
OTHER					
Behavior and attitude toward others: co-workers					
public					
supervisors					
Behaves in an acceptable manner when given evaluative comments					
Follows site rules					

Please list the job tasks that the student has learned to perform on your site.
Check (✓) whether he/she can do them independently or with your help only.

	Can do all by his/her self.	*Can do with your help.*
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

THIS IS NOT AN OFFER OF EMPLOYMENT, BUT . . . . .

If you could, would you hire _____? ____ yes ____ no

Would you be willing to have _____ list you as a job reference when he/she begins looking for paid employment?

yes ____ no ____

COMMENTS:

Please return to Project CAST as soon as possible in the enclosed envelope.

Thank you very much for your assistance.

Phase IV

PROJECT CAST

ON-THE-JOB TRAINING/WORK STUDY

RESOURCE PERSON/STUDENT EVALUATION

Student: _____ Date: _____

Resource Person: _____ Site: _____

NOTE: To be completed by Resource Person at the end of each site placement.

AREA	*excellent*	*adequate*	*improvement needed*	*unsatisfactory*	*COMMENTS*
ATTENDANCE/PUNCTUALITY					
Attends site as scheduled					
"Reports in" to begin activities upon arrival					
Calls or notifies when absent					
APPEARANCE					
Dresses appropriately					
Groomed appropriately					
TASK PERFORMANCE					
Prepares tools and materials for work					
Finished first task and moves to second or asks for more work					
Asks for help when needed					
Recognizes errors and fixes them					
OTHER					
Behavior and attitude toward others: co-workers					
public					
supervisors					
Behaves in an acceptable manner when given evaluative comments					
Follows site rules					

Please list the job tasks that the student has learned to perform on your site. Please check (✓) whether he/she can do them independently or with your help only.

	Can do all by his/her self.	Can do with your help.
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

---

1. Which phrase below best describes the extent to which this student acquired job skills needed for employment? (check only one)

   The student:

   ___ a. has skills that make him/her immediately employable in this occupation

   ___ b. has acquired many skills but still needs a little more training

   ___ c. requires much more training before he/she is ready for employment

   ___ d. does not show the aptitude or ability to acquire the skills needed for this occupation

2. If you answered "d" to question 1, do you think that there are other jobs in this career field in which the student could succeed?

_____ yes _____ no

If you answered "yes", please specify the job or jobs you have in mind.

_____

3. With regard to basic education skills (e.g., reading, arithmetic, spelling, writing) necessary for the job, this student:

___ a. performed as well as he/she needed to

___ b. was weak in certain areas

___ c. needs to improve greatly in order to work at this kind of job

4. Please assume that business or economic conditions permitted and that you had job positions open and the authority to fill them. Which phrase below best describes your opinion of the student. Remember we are not asking you for a commitment.

___ a. I would not hesitate to offer this student a job.

___ b. I would possibly offer a job to the student after he/she had more training.

___ c. I would not offer a job to the student because I don't think that he/she can acquire the necessary job skills.

___ d. I would not offer a job to the student for reasons other than inadequate job skills (for example, work habits).

Comments:

Please return to Project CAST as soon as possible in the enclosed envelope.

Thank you very much for your assistance.

CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEET (SUMMARY SHEET)

PHASE I

STUDENT _____

TEACHER _____ SCHOOL _____

Specific Site Name _____ Date of Field Trip _____

1. Did you like this site?
2. Would you like to learn more about this site?
   Which part?
3. What types of jobs did you see at this site?
4. Name several duties an employee performed on the job.
5. Name one thing you know now that you didn't know before you visited this site.

Specific Site Name _____ Date of Field Trip _____

1. Did you like this site?
2. Would you like to learn more about this site?
   Which part?
3. What types of jobs did you see at this site?
4. Name several duties an employee performed on the job.
5. Name one thing you know now that you didn't know before you visited this site.

Specific Site Name _____ Date of Field Trip _____

1. Did you like this site?
2. Would you like to learn more about this site?
   Which part?
3. What types of jobs did you see at this site?
4. Name several duties an employee performed on the job.
5. Name one thing you know now that you didn't know before you visited this site.

Specific Site Name _____ Date of Field Trip _____

1. Did you like this site?
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   Which part?
3. What types of jobs did you see at this site?
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5. Name one thing you know now that you didn't know before you visited this site.

Specific Site Name _____ Date of Field Trip _____

1. Did you like this site?
2. Would you like to learn more about this site?
   Which part?
3. What types of jobs did you see at this site?
4. Name several duties an employee performed on the job.
5. Name one thing you know now that you didn't know before you visited this site.

Specific Site Name _____ Date of Field Trip _____

1. Did you like this site?
2. Would you like to learn more about this site?
   Which part?
3. What types of jobs did you see at this site?
4. Name several duties an employee performed on the job.
5. Name one thing you know now that you didn't know before you visited this site.

CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEET (SUMMARY SHEET)

PHASE II

STUDENT _____

TEACHER _____ SCHOOL _____

SITE _____ JOBS _____, _____,

_____, _____

(Circle job related to question)

1. Did you like this job?
2. Would you like to learn more about this job?
   Which part?
3. Name one thing you liked about this job.
4. Name one thing you didn't like about this job.
5. Name one thing you know now that you didn't know before you visited this job.
6. What school subject(s) would be important to be able to do this job?
7. Can you see yourself in this job? Why? Why not?

SITE _____ JOBS _____, _____,

_____, _____

(Circle job related to question)

1. Did you like this job?
2. Would you like to learn more about this job?
   Which part?
3. Name one thing you liked about this job.
4. Name one thing you didn't like about this job.
5. Name one thing you know now that you didn't know before you visited this job.
6. What school subject(s) would be important to be able to do this job?
7. Can you see yourself in this job? Why? Why not?

SITE _____ JOBS _____, _____,

_____, _____
(Circle job related to question)

1. Did you like this job?
2. Would you like to learn more about this job?
   Which part?
3. Name one thing you liked about this job.
4. Name one thing you didn't like about this job.
5. Name one thing you know now that you didn't know before you visited this job.
6. What school subject(s) would be important to be able to do this job?
7. Can you see yourself in this job? Why? Why not?

SITE _____ JOBS _____, _____,

_____, _____
(Circle job related to question)

1. Did you like this job?
2. Would you like to learn more about this job?
   Which part?
3. Name one thing you liked about this job.
4. Name one thing you didn't like about this job.
5. Name one thing you know now that you didn't know before you visited this job.
6. What school subject(s) would be important to be able to do this job?
7. Can you see yourself in this job? Why? Why not?

SITE _____ JOBS _____, _____,

_____, _____
(Circle job related to question)

1. Did you like this job?
2. Would you like to learn more about this job?
   Which part?
3. Name one thing you liked about this job.
4. Name one thing you didn't like about this job.
5. Name one thing you know now that you didn't know before you visited this job.
6. What school subject(s) would be important to be able to do this job?
7. Can you see yourself in this job? Why? Why not?

PROJECT CAST

CAREER INVESTIGATION

Student Evaluation Form

PHASE III

Date _____

STUDENT _____ SITE _____

TEACHER _____ RESOURCE PERSON _____

DIRECTIONS: Teacher should read and explain items, marking responses when appropriate.

1. SITE EVALUATION - *What did you do?*

I tried many different job tasks.	yes	kind of	no
What job (or jobs) did you learn to do?			
The RP seemed interested in teaching me.	yes	kind of	no
The people at the job treated me like an adult.	yes	kind of	no
I would recommend this site to a friend.	yes	kind of	no

2. OCCUPATIONAL KNOWLEDGE - *How much do you know about this job?*

How much does this job pay to start?	
What school subjects are important in this job?	
What special training do you need to get this job?	
What special license or certificate do you need to get this job?	
How much experience do you need to get this job?	
Is this a Union job?	
Where else could you work and do this same job?	
Do you think there will be many job openings in this career when you are out of school?	yes some no

Circle all the words that seem to fit this job. *YOU MIGHT WORK* _____

alone with other people day-time night-time inside outside

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Holidays fast slow busy lifting sitting standing bending

3. CAREER EVALUATION - *Do you like this job?*

Name two things that you LIKE about this job.	
Name two things you DON'T like.	
Do you like this job enough to work full-time every day.	yes kind of no
Would you like to do this job as a Phase IV student?	yes kind of no

4. SELF EVALUATION - *How well do you do?*	very good	need to improve	poor
I attend site regularly.			
I report in and get started right away.			
I call the teacher and RP when I'm absent.			
I come dressed properly for my job.			
I am always clean and groomed properly.			
I can go get the materials I need to do a specific task.			
When I finish one task, I move on to another or ask for something else to do.			
I ask for help when I need it.			
I check my own work and make corrections when I see mistakes.			
I have acceptable attitudes/behaviors toward: co-workers			
public or customers			
supervisors			
I listen carefully when someone in charge corrects my work.			
I follow all rules for safety, lunch breaks, and other things.			
I can work as fast as the other workers.			
I can do this job right now as well as the paid employees.			
With more training I can do this job as well as the other workers.			

PROJECT CAST

ON-THE-JOB TRAINING

Student Site Evaluation Form

PHASE IV

Date _____

STUDENT _____ SITE _____

TEACHER _____ RESOURCE PERSON _____

DIRECTIONS: Teacher should read and explain items, marking responses when appropriate.

1. SITE EVALUATION - *What do you do?*

The RP seems interested in teaching me.	yes	kind of	no
People at the site treat me like an adult.	yes	kind of	no
I have tried several job tasks.	yes	kind of	no
I have learned things I didn't know before.	yes	kind of	no
What job (or jobs) do you do now?			
I would recommend this site to a friend.	yes	kind of	no

2. OCCUPATIONAL KNOWLEDGE - *How much do you know about this job?*

What could you learn in school that would help you do your job better?	
Where else could you work and do this same job?	
What are some safety rules at work?	
If you keep working at this place what other jobs could you advance to?	
What extra training or experience would you need to advance in this job?	
Who is your boss and what is his/her job title?	
Who is your boss' supervisor and what is his/her job title?	
Who is in charge of the whole business?	

Circle all the words that could fit your job. *YOU MIGHT WORK* _____

alone with other people day-time night-time inside outside

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Holidays fast slow busy lifting sitting standing bending

3. CAREER EVALUATION - *Do you like this career?*

Name two things you LIKE about this job.

Name two things you DON'T like.

When you finish your Phase IV experience, would you:

Try to keep this job.	yes	no
Look for the same job in a different place.	yes	no
Look for a different job.	yes	no

What other jobs do you think you are able to do right now?

In what job would you like more training?

4. SELF EVALUATION - *How well are you doing?*

(RATE YOURSELF BY CHECKING THE COLUMN THAT BEST FITS YOU.)	very good	need to improve	poor
I attend work regularly.			
I report in and get started right away.			
I call in when I'm absent.			
I come dressed properly for my job.			
I am always clean and groomed properly.			
I can go get the things I need to do my jobs.			
When I finish one thing, I move on to another or ask for something else to do.			
I ask for help when I need it.			
I check my own work and fix any mistakes.			
I have a good attitude and behavior at work.			
I listen when my boss corrects my work.			
I follow all rules (safety, lunch breaks, etc.).			
I can work as fast as the other workers.			
I can do this job as well as the other workers.			
With more training, I could do this job as well as the other workers.			

PHASE I SURVEY

BECAUSE OF PROJECT CAST:	I think this is mostly true	I think this is mostly not true
1. I like going to school more than I used to.	____	____
2. I know more about the world of work than I learned before.	____	____
3. I have started to learn about many different kinds of jobs.	____	____
4. I became more aware that jobs have many duties.	____	____
5. I talk with my parents about different kinds of jobs.	____	____
6. I feel better about myself.	____	____
7. The program was worth my time.	____	____

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	Better than my past school experiences	The same as my past school experiences	Worse than my past schoo experiences
8. Project CAST was:	____	____	____

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STUDENT _____ TEACHER _____ SCHOOL _____

STUDENT _____ TEACHER _____ SCHOOL _____

PHASE II SURVEY

BECAUSE OF PROJECT CAST:

	I think this is mostly true	I think this is mostly not true
1. I like going to school more than I used to.	____	____
2. I know more about the world of work than I learned before.	____	____
3. I started learning about specific jobs.	____	____
4. I learned a lot about working with other people.	____	____
5. I started to learn about what kinds of jobs I like.	____	____
6. I started to learn about what kinds of jobs I didn't like.	____	____
7. I learned that some of my school classes are necessary for the type of jobs I liked.	____	____
8. I worked closer with my teacher.	____	____
9. I talk with my parents about what kind of job I would like more than I did before.	____	____
10. I feel better about myself.	____	____
11. The program was worth my time.	____	____
12. The people at the sites took an interest in helping me do and understand the job.	____	____

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	Better than my past school experiences	The same as my past school experiences	Worse than my past school experiences
13. Project CAST was:	____	____	____

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PHASE III/IV STUDENT SURVEY

BECAUSE OF PROJECT CAST:	I think this is mostly true.	I think this is mostly not true.
1. I like going to school more than I used to.	____	____
2. I know more about the world of work than I did before.	____	____
3. I was able to go to the sites that I wanted.	____	____
4. I started getting skills I could use to get a job.	____	____
5. I learned a lot about working with other people.	____	____
6. I worked closer with my teacher.	____	____
7. I will have a better chance of getting a job.	____	____
8. I talk with my parents about what kind of job I would like more than I did before.	____	____
9. I have a better idea about what I want to do when I graduate.	____	____
10. I feel better about myself.	____	____

11. The program was worth my time. ____ ____

12. The people at the sites took an interest in helping me do and understand the job. ____ ____

	Better than my past school experiences	The same as my past school experiences	Worse than my past school experiences
13. Project CAST was:	____	____	____

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NAME _____

SCHOOL _____

DATE _____

CAST JOB TITLES

Some sites for jobs in the following areas have already been developed. Additional sites will be developed whenever possible, so encourage your students to request any job that truly interests them. The asterisk (*) indicates difficulty in obtaining placement. For your information and reference, a breakdown of career clusters, from the JOB-O Dictionary, and a sample list of types of businesses participating in Project CAST have been provided.

ANIMAL CARETAKER

- kennel
- horse farm
- livestock
- veterinary assistant

APPLIANCE REPAIR

- tv repair

ARTS AND CRAFTS/FINE ARTS

- ceramics
- sign graphics
- florist
- jewelery repair
- taxidermy
- photography

AUTOMOTIVE

- sales person
- parts clerk
- tire service attendant
- service station (pump) attendant
- auto body repair

BEAUTICIAN
- "observe" only
- help with stocking

CASHIER
- grocery
- department store
- specialty store
- counter person (food)
- drug store

CHILD CARE
- teacher's aide
- * bus aide
- day care worker

CLERICAL
- secretary assistant
- mail room clerk
- * switchboard operator
- collator

* CONSTRUCTION (liability)

CUSTODIAL/HOUSEKEEPING
- school
- store
- business
- restaurant
- fast food
- motel/hotel
- nursing home

* DRIVER
    local delivery assistant

ENGINE REPAIR - Other
    boat
    lawnmower

FOOD SERVICE
    cook assistant
    waiter/waitress
    busboy
    dishwasher
    counter person

HEALTH CARE
    nurse aide in nursing home
    veterinary assistant

HORTICULTURE
    greenhouse worker

LABOR
    water treatment plant operator
    sewage line repair and maintenance
    highway maintenance
  * golf course maintenance
    plant maintenance (school/hotel)

* MOTORCYCLE REPAIR

PRINTING
    pressroom assistant

RECREATION
    school PE aide
    spa attendant

STOCK

large department store (which area?)
small specialty store (clothing, shoes, sports,
records, cameras, etc. - which one?)
large grocery store (which area?)
* small grocery store
drug store
lumber yard
home center store
warehouse

SAMPLE LIST OF TYPES OF BUSINESSES CURRENTLY WORKING WITH PROJECT CAST

Airport
Appliance and Hardware Stores
Auto Body
Auto Electric
Auto Mechanics
Auto Parts
Bakeries
Banks
Board of Education
Boat Sales
Book Stores
Bottling Company
Bricklaying
Business Supply Company
Butcher
Camera and Photography Equipment
Car Dealerships
Carpenters
Carpet and Drapery Company
Car Wash
Child Care Centers
Cleaners
Clerical/Secretarial
Clothiers
Commercial Art
Commercial Signs
Community College

Construction
Convenience Stores
Court House
Dairy
Dentist
Department of Public Works
Department of Transportation
Department of Sanitation
Department Stores
Drug Stores
Electric Company
Electricians
Environmental Management
Farming
Fast Food Service
Fire Department
Fitness Centers
Florists
Forest Service
Funeral Homes
Furniture Companies
Gas Stations
Glass Companies
Graphic Art Company
Grocery Store Chains
Hair Stylists
Health Department

SAMPLE LIST OF TYPES OF BUSINESSES CURRENTLY WORKING WITH PROJECT CAST

Heating and Air Conditioning
Hospitals
Jewelers
Kennels
Landscaping
Laundries
Law Enforcement Agencies
Law Office
Leisure and Recreation Organizations
Libraries
Lumber Company
Marinas
Marine Research Lab
Metal and Scrap Company
Military
Newspapers
Nurseries
Nursing Home
Oil Company
Painters
Paper Recycling
Parks and Recreation
Pest Control
Pet Stores
Phone Sales
Post Offices
Printing Companies
Radio Station
Real Estate
Rescue Squad
Regional Parks
Restaurants
Roofing
Sand and Gravel Company
Sheet Metal
Shoe Sales
Speciality Shops
Storage Company
Surveyors
Taxidermist
Telephone Company
Tile and Carpet Installation
Tire Company
Truckers
Truck and Large Machinery Sales and Repair
TV Station
Upholstery
Used Car Sales
Veterinary Clinics
Warehousing and Distribution Centers
Welding
Wildlife Administration

FIFTEEN OCCUPATIONAL CLUSTERS

The U.S. Office of Education has grouped all jobs into 15 different groups called clusters. Below are the 15 clusters and some careers in each cluster.

Are your careers listed below? If not, in which clusters do you think they belong?

AGRICULTURE (AGRI-BUSINESS)

Farmer
Wildlife & Conservation Technician
Agronomist
Horse Breeder
Agricultural Engineer
Entomologist

BUSINESS & OFFICE

Accountant
Computer Programmer
Bank Teller
Receptionist
Bookkeeper
Insurance Underwriter

HEALTH

Medical Technician
Practical Nurse
Audiologist
Veterinarian
Physical Therapist
Dental Hygenist

PUBLIC SERVICE

Teacher
Lawyer
Armed Forces
Fire Fighter
F.B.I. Agent
Census Clerk

NATURAL RESOURCES & ENVIRONMENT

Urban Planner
Forest Ranger
Geodesist
Sociologist
Soil Conservationist
Environmental Engineer

COMMUNICATION & MEDIA

Television Producer
Technical Writer
Graphic Artist
Cameraperson
Stage Hand
Disc Jockey

HOSPITALITY & RECREATION

Stunt Man
Recreation Specialist
Hotel Manager
Ski Instructor
Professional Athlete
Chef

MANUFACTURING

Tool Designer
Millwright
Electrical Engineer
Machinist
Foreman
Sheet Metal Worker

MARKETING & DISTRIBUTION

Market Researcher
Mail/Stockroom Clerk
Salesperson
Retail Store Manager
Statistical Typist
Newspaper Circulation Manager

MARINE SCIENCE

Fish Culturist
Oceanographer
Aquanaut
Hydrologist
Marine Biologist
Research Technician

PERSONAL SERVICES

Tailor
Waiter/Waitress
Travel Guide
Cosmetologist
Marriage Counselor
Masseur/Masseuse

CONSTRUCTION

Carpenter
Surveyor
Pipefitter
Stonemason
Draftsman
Architectural Engineer

TRANSPORTATION

Airplane Pilot
Cab Driver
Air Traffic Controller
Merchant Marine
Truck Driver
Steward/Stewardess

CONSUMER EDUCATION & HOME ECONOMICS

Homemaker
Dietician
Credit Manager
Home Economist
Nutritionist
Consumer Affairs Manager

FINE ARTS & HUMANITIES

Clothing Designer
Historian
Astronomer
Cartoonist
Playright
Opera Singer

TOMORROW'S JOBS BY CLUSTERS

(A LIST OF SELECTED JOB TITLES WHERE EMPLOYMENT PROSPECTS ARE GOOD)

(As used in THE OCCUPATIONAL OUTLOOK HANDBOOK)

ART, DESIGN AND COMMUNICATIONS OCCUPATIONS

Actor
Actress
Architect
Artist, Commercial
Dancer
Display worker
Floral designer
Industrial designer
Interior designer
Interpreter
Landscape architect
Musician
Newspaper reporter
Photographer
Radio announcer
Ringer
Television announcer
Technical writer

CONSTRUCTION OCCUPATIONS

Bricklayer
Carpenter
Cement mason
Construction laborer
Drywall installer and finisher
Electrician, Construction
Elevator constructor
Floor covering installers
Glaziers
Insulation worker
Ironworker
Lather
Marble setter
Operating Engineer
Painter
Paperhanger
Plasterer
Plumber and pipefitter
Roofer
Sheet-metal worker
Stonemason
Terrazzo worker
Tilesetter

EDUCATION OCCUPATIONS

College teacher
Elementary teacher
Kindergarten teacher
Librarian
Library technician
Secondary teacher
Teacher Aide

HEALTH OCCUPATIONS

Audiologist
Chiropractor
Dental assistant
Dental hygienist
Dental laboratory technician
Dentist
Dietician
Dispensing optician
Electrocardiograph technologist
Electrocardiograph technician

HEALTH OCCUPATIONS (CONT.)

Electroencephalographic technologist
Electroencephalographic technician
Emergency medical technician
Health service administrator
Licensed practical nurse
Medical laboratory worker
Medical record administrator
Medical record technician
Medical record clerk
Nursing aide
Nursing attendant
Occupational therapist
Occupational therapy assistant
Orderly
Operating room technician
Optometric assistant
Optometrist
Osteopathic physician
Pharmacist
Physical therapist assistant
Physical therapist
Physician
Podiatrist
Radiologic technologist
Registered nurse
Respiratory therapy worker
Speech pathologist
Veterinarian

INDUSTRIAL PRODUCTION OCCUPATIONS

All-round machinist
Assembler
Automobile painter
Bindery worker
Blacksmith
Blue-collar worker supervisor
Boilermaking worker
Boiler tender
Bookbinder
Compositor
Coremaker
Electroplater
Electrotyper
Forge shop worker
Furniture upholsterer
Inspector (manufacturing)
Instrument maker
Lithographer
Machine tool operator
Machining worker
Millwright
Molder
Motion picture projectionist
Ophthalmic laboratory technician
Patternmaker
Photoengraver
Photographic laboratory worker
Power truck operator
Printing press operator
Production painter
Setup worker
Stationary engineer

INDUSTRIAL PRODUCTION OCCUPATION (CONT.)

Stereotyper
Tool-and-die maker
Water treatment plant operator
Welder

MECHANICAL AND REPAIR OCCUPATIONS

Air-conditioning mechanic
Appliance repairer
Automobile body repairer
Automobile mechanic
Boat-engine mechanic
Bowling-pin-machine mechanic
Bus mechanic
Business machine repairer
Computer service technician
Diesel mechanic
Electric sign repairer
Farm equipment mechanic
Industrial machinery repairer
Instrument repairer
Jeweler
Locksmith
Maintenance electrician
Motorcycle mechanic
Organ tuner and repairer
Piano tuner and repairer
Radio service technician
Shoe repairer
Telephone central office craft worker
Telephone central office equipment installer
Telephone line installer
Telephone cable splicer
Telephone and PBX installer
Television service technician
Truck mechanic
Vending machine mechanic
Watch repairer

OFFICE OCCUPATIONS

Accountant
Actuary
Advertising worker
Bank clerk
Bank officer
Bank manager
Bank teller
Broker, Insurance
Buyer
Cashier
City manager
Claim representative
Collection worker
College student personnel worker
Computer operating worker
Credit manager
File clerk
Hotel office clerk
Hotel manager
Industrial traffic manager
Insurance agent
Labor relations worker
Lawyer

OFFICE OCCUPATIONS (CONT.)

Marketing research worker
Office machine operator
Personnel relations worker
Postal clerk
Programmer
Public relations worker
Purchasing agent
Receiving clerk
Receptionist
Secretary
Shipping clerk
Statistical clerk
Stenographer
Stock clerk
Systems analysts
Typist
Underwriter
Urban planner

SALES OCCUPATIONS

Agent, Real Estate
Agent, Travel
Automobile parts counter worker
Automobile sales worker
Automobile service advisor
Gasoline Service station attendant
Manufacturers sales worker
Model
Retail trade sales worker
Route driver
Securities sales worker
Wholesale trade sales worker

SCIENTIC AND TECHNICAL OCCUPATIONS

Aerospace engineer
Agricultural engineer
Astronomer
Biochemist
Biomedical engineer
Broadcast technician
Ceramic engineer
Chemical engineer
Chemist
Civil engineer
Drafter
Electrical engineer
Engineering technician
Engineer
Food scientist
Forester
Forestry technician
Geologist
Geophysicist
Industrial engineer
Life scientist
Mathematician
Mechanical engineer
Metallurgical engineer
Meteorologist
Mining engineer
Oceanographer
Petroleum engineer
Physicist
Range manager
Science technician
Soil conservationist
Soil Scientist
Statistician
Surveyor

SERVICE OCCUPATIONS

Barber
Bartender
Bellhop
Bell captain
Building custodian
Chef
Construction inspector
Cook
Correction officer
Cosmetologist
Dining room attendant
Dishwasher
Embalmer
F.B.I. agent
Firefighter
Food counter worker
Funeral director
Guard
Health inspector
Hotel housekeeper
Mail carrier
Meatcutter
Occupational safety and health worker
Pest controller
Police officer
Private household worker
State police officer
Telephone operator
Waiter
Waitress

SOCIAL SCIENTIST OCCUPATIONS

Anthropologist
Economist
Geographer
Historian
Political scientist
Psychologist
Sociologist

SOCIAL SERVICE OCCUPATIONS

College career planning counselor
College placement counselor
College student personnel worker
Cooperative extension service worker
Employment counselor
Home economist
Homemaker-home health aide
Leisure service worker
Minister, Protestant
Park service worker
Priest, Roman Catholic
Rabbi
Recreation service worker
Rehabilitation counselor
School counselor
Social service aide
Social worker

TRANSPORTATION OCCUPATIONS

Air traffic controller
Airplane mechanic
Airplane pilot
Brake operator
Conductor
Flight attendant
Intercity bus driver
Local bus driver

TRANSPORTATION OCCUPATIONS (CONT.)

Local truck driver
Long distance truck driver
Merchant marine officer
Merchant marine sailor
Parking attendant
Passenger agent
Reservation agent
Station agent
Taxicab driver
Telegraph operator
Telephone operator
Ticket agent
Tower operator

FAST GROWING OCCUPATIONS

Accountant
Auto mechanic
Bank officer
Bookkeeper
Carpenter
Computer operator
Construction-Machinery operator
Construction laborer
Cook and Chef
Cosmetologist
Dental hygienist
Drafter
Engineering science technician
Health services administrator
Heating/Air/Refrigeration mechanic
Industrial machinery repairer
Insulation worker
Insurance agent
Lawyer
Machinist
Marketing research worker
Medical technician (emergency)
Nurse (registered)
Occupational therapist
Personnel/Labor relations worker
Police officer
Real Estate salesworker
Retail salesworker
Secretary/Stenographer
Sewer-Plant operator
Social worker
Teachers' aide
Truck driver
Welder